

Module C

Lead Evaluator's Handbook



Module C

LEAD EVALUATOR'S HANDBOOK

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Need to know Items for Lead Evaluators

1. Skill evaluations for FF I/II are comprised of 3 evolution style scenarios and completion of the Independent Skills. Scenarios, and testing directions are located in the Lead Evaluator Handbook.
2. Scenario assignments are located in the Lead Evaluator Handbook and Lead Instructor Planning Template.
3. Ensure the test site for the final skills examination have all necessary facilities and props to complete all scenarios.
4. Contact your District Training Representative for assistance with obtaining props.
5. Ensure all students have completed Competency Profiles prior to taking the Final Skills Practical Examination.

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Section I

Firefighter I Skills Handbook Overview

This handbook has been developed to serve as an instructional resource for instructors and students. Evaluators will use this document as a reference while evaluating skills examinations. It has been determined that the skills contained in this document are necessary to meet the objectives contained in Chapter 5 of NFPA 1001 2008 edition. Each skill has been laid out in the following format

- Name and Objective
- Directions
- Equipment/Materials List
- Task List

While this serves as a solid guideline that will cover the vast majority as written it is understood that there may be times that adjustments to the equipment and materials list and the task steps will be necessary to complete the objectives. Adjustments may be required if the host department does not have the exact equipment as listed. In this instance an alternative piece of equipment may be used as long as the intent of the objective is met. It may also be necessary to adjust the task steps based on equipment, procedures or manufacturers recommendations. In the event that an adjustment is necessary during training or testing, documentation of the adjustment should be made in the comment section of the students check off sheet.

The intent of this document is to ensure that all persons who achieve certification have met the minimum NFPA Standard. All persons seeking certification must demonstrate **all** skills contained in this document. This is true even if the student is not required to perform the skill at his/her fire department. For instance, your jurisdiction does not have any structures that employ the use of sprinklers; therefore your fire department does not train on sprinkler systems. You will still be required to complete all the sprinkler skills contained in this document. It will be the responsibility of the Lead Instructor to schedule the use of facilities and/or assemble all props necessary to ensure that training on all skills is completed. To assist with this we have identified skills that may be difficult to complete by providing guidance that will ensure compliance. The guidance is located on the identified skill sheet. In addition we are recommending the follow actions be taken to provide students with quality instruction and a positive learning experience;

- Determine your resource needs and identify where you can get them
 - Props

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- Books
- Instructors
- Evaluators
- Your District Fire Training Council is a good starting point with this
- Conduct skill sessions at a training center
- Small classes should combine with neighboring fire departments this will help with ensuring the necessary resources are available

Once the students have successfully demonstrated a skill the instructor shall sign off the appropriate boxes on the FF I Practical Skills Competency Profile. The Lead Instructor will sign off at the bottom of the competency profile.

The following skill sheets have been identified and have special instructions or specific guidance;

M-9 Extinguishers
M-29 Forcible Entry (Window)
M-30 Forcible Entry (Stud Wall)
M-46 Hydrants
M-47 Drop Tank
M-62 Exterior Attack
M-63 Turn Off Utilities
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M-69 Stop the Flow from a Sprinkler Head
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M-84 Service Test Fire Hose

If you find that you are unable to complete any skills you must contact the IDHS Training Staff and provide justification. Your justification will be taken into consideration and further direction will be given at that time. It is critical to preplan your courses to avoid last minute problems. Failure to obtain a prop will not excuse you from completing any of the required skills but will result in delaying the completion of the class.

The skill sheets in this document are used as a reference for the practical skills examination. During practical skills evaluations students will be instructed to complete a series of evolutions that may include any of the skill sheets contained

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in this document. At no time will a student be asked to perform a skill that is not listed.

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Module C Skills

**Extinguishers
M-9**

Operate a dry chemical (ABC) extinguisher. (NFPA® 1001, 5.3.16)

Operate a carbon dioxide (CO₂) extinguisher. (NFPA® 1001, 5.3.16)

Operate a stored pressure water extinguisher. (NFPA® 1001, 5.3.16)

Directions

For this skills evaluation checklist, students will operate a dry chemical extinguisher and extinguish a small incipient Class B fire. Inform students of the importance of following all safety policies and procedures when working with live fire, especially flammable liquids.

For this skills evaluation checklist, students you will operate a carbon dioxide extinguisher on a simulated Class C fire. Inform students of the importance of following all safety policies and procedures when working with live fire.

For this skills evaluation checklist, students will operate a stored pressure water extinguisher and extinguish a small incipient Class A fire. Inform students of the importance of following all safety policies and procedures when working with live fire.

****During training the use of all extinguishers must be covered, however students are required to perform skills associated with one extinguisher for certification. Lead Instructors will communicate what extinguisher was utilized to the Lead Evaluator. The Lead Evaluator will ensure that this extinguisher is used during the skills evaluation.**

Equipment & Materials

- Personal protective clothing and SCBA
- Dry chemical (ABC) extinguisher
- Small Class B fire or simulated Class B fire
- Stored pressure water extinguisher
- Small Class A Fire
- Carbon Dioxide Extinguisher
- Small Class C Fire

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Skills Evaluation Checklist

Task Steps –Dry Chemical	
1.	Size up class B fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. <ul style="list-style-type: none"> a. Point nozzle horn in safe direction b. Discharge very short test burst
4.	Carry extinguisher to within stream reach of fire. <ul style="list-style-type: none"> a. Escape route identified b. Upright c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent <ul style="list-style-type: none"> a. Squeeze handle b. Sweep slowly back and forth across entire width of fire c. Avoid splashing liquid fuels
7.	Cover entire area with dry chemical until fire is completely extinguished.
8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Task Steps – CO2	
1.	Size up electrical fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. <ul style="list-style-type: none"> a. Point nozzle horn in safe direction b. Discharge very short test burst
4.	Carry extinguisher to within stream reach of fire. <ul style="list-style-type: none"> a. Escape route identified b. Upright

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	c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent. a. Squeeze handle b. Sweep slowly back and forth across entire width of fire
7.	Cover entire area with gas cloud until fire is completely extinguished.
8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Task Steps - Water	
1.	Size up class A fire, ensuring that it is safe to fight with an extinguisher.
2.	Pull pin at top of extinguisher to break the inspection band.
3.	Test to ensure proper operation. a. Point nozzle horn in safe direction b. Discharge very short test burst.
4.	Carry extinguisher to within stream reach of fire. a. Escape route identified b. Upright c. Upwind of fire
5.	Aim nozzle toward base of fire.
6.	Discharge extinguishing agent. a. Squeeze handle b. Sweep slowly back and forth across entire width of fire
7.	Cover entire area with water until fire is completely extinguished.
8.	Back away from the fire area.
9.	Tag extinguisher for recharge and inspection.

Ropes and Knots
M-10

Inspect, clean, and store rope. (NFPA® 1001, 5.5.1)

Directions

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For this skills evaluation checklist, students will clean, inspect, and store rope. The procedures are the general steps for cleaning rope. Methods of washing vary with each rope manufacturer, so it is always advisable to contact them for specific cleaning and drying instructions for the type of rope being cleaned.

Equipment & Materials

- Rope to be inspected and rope to be cleaned
- Cleaning agent recommended by rope manufacturer
- Rope logbook and pen
- Cleaning supplies per manufacturer's guidelines

Skills Evaluation Checklist

Task Steps	
Clean Rope	
1.	Clean the rope according to manufacturer's guidelines.
2.	Thoroughly rinse the rope.
3.	Dry the rope according to manufacturer's recommendations.
Inspect and Store Rope	
1.	Using hands inspect the entire length of the rope for soft, crusty, stiff, or brittle spots; areas of excessive stretching; cuts, nicks and abrasions.
2.	Visually inspect the entire length of the rope for exterior nicks, cuts, dirt, embedded objects, and other obvious flaws, as well as cleanliness.
3.	Remove any flawed rope from service, disposing of it or labeling it as utility rope.
4.	Record information in rope logbook.
5.	Store rope per local protocol.

M-11

Tie the single overhand knot. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie the single overhand knot. As an added measure of safety, it is recommended that an overhand safety knot be used whenever tying any type of knot. The simple yet effective overhand safety

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eliminates the danger of the working end of the rope slipping back through the knot, thus causing the knot to fail.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a loop in the rope.
2.	Insert the end of the rope through the loop.
3.	Dress the knot by pulling on both ends of the rope at the same time.

M-12

Tie a bowline. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie a bowline knot. The bowline is an important knot in the fire service, sharing a degree of acceptance in both life safety and utility applications. The bowline is easily untied and is a good knot for forming a single loop that will not constrict the object around which it is placed.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Select enough rope to form the size of the loop desired.
2.	Form an overhand loop in the standing part.
3.	Pass the working end upward through the loop.
4.	Pass the working end over the top of the loop under the standing part.

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5.	Bring the working end completely around the standing part and down through the loop.
6.	Pull the knot snugly into place, forming an inside bowline with the working end on the inside of the loop.
7.	Secure the bowline with an overhand safety.

M-13

Tie a clove hitch. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie a clove hitch. The clove hitch is essentially two half hitches. Its loop may be placed anywhere in the rope from one end to the middle. Its principal use is to anchor a rope to an object such as a pole, post, or hoseline. If the knot will be subjected to repeated loading and unloading, it should be backed up with an overhand safety knot.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a loop in your left hand with the working end to the right crossing under the standing part.
2.	Form another loop in your right hand with the working end crossing under the standing part.
3.	Slide the right-hand loop on top of the left-hand loop.
4.	Hold the two loops together at the rope, forming the clove hitch.
5.	Slide the knot over the object.
6.	Pull the ends in opposite directions to tighten.

M-14

Tie a clove hitch around an object. (NFPA® 1001, 5.1.2)

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Directions

For this skills evaluation checklist, students will tie a clove hitch around an object. Because the open clove hitch cannot be slipped onto an object with no free end (such as the center of a hoseline), this method is used on objects with no free end or with a distant free end.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Make one complete loop around the object, crossing the working end over the standing part.
2.	Complete the round turn about the object just above the first loop.
3.	Pass the working end under the upper wrap, just above the cross.
4.	Set the hitch by pulling.

M-15

Tie a figure eight. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie a figure eight. A figure-eight knot is stronger than a bowline, easy to tie and untie, inspect, and keep neat. There are several variations of the figure-eight knot commonly used in the rescue service.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
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1.	Make a loop in the rope.
2.	Pass the working end completely around the standing part.
3.	Insert the end of the rope back through the loop.
4.	Dress the knot by pulling on both the working end and standing part of the rope at the same time.

M-16

Tie a figure-eight follow-through. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie a figure-eight bend. The figure-eight bend is one of the knots in the figure-eight family.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Tie a figure eight knot on one end of the rope.
2.	Feed the end of the other rope through the figure-eight knot in reverse. It should follow the exact path of the original knot.
3.	Use a safety knot, such as the overhand, with this knot.

M-17

Tie a figure eight on a bight. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will tie a figure eight on a bight. The figure eight on a bight is a good way to tie a loop in either the middle or the end of a rope. It is tied by forming a bight in either the end of the rope or at any point along its length, and then tying a simple figure-eight with the doubled part of the rope (bight). Because it can be tied in the middle of the rope or used for

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a loop in the rope to which other lines or equipment can be attached, it is used for both an anchoring attachment and a harness tie-in.

Equipment & Materials

- Piece of rope (for example, 6-foot to 20-foot [1.8 m to 6 m] length of ½-inch [13 mm] rope)

Skills Evaluation Checklist

Task Steps	
1.	Form a bight in the working end of the rope.
2.	Pass it over the standing part to form a loop.
3.	Pass the bight under the standing part and then over the loop and down through it; this forms the figure eight.
4.	Extend the bight through the knot to whatever size working loop is needed.
5.	Dress the knot.

M-18

Hoist an axe. (NFPA® 1001, 5.1.2)

Hoist a pike pole. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will hoist an axe. The procedure for attaching and hoisting an axe is the same for either a pick-head axe or a flat-head axe.

Equipment & Materials

- One 50-foot (6 m to 12 m) length of utility rope
- Pike Pole
- Axe

Skills Evaluation Checklist

Task Steps - Axe	
1.	Lower an appropriate length of rope from the intended destination of the axe.

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2.	Tie a clove hitch using the method shown in Skill Sheet M-13. NOTE: If the rope has a loop in the end, the loop may be used instead of a clove hitch.
3.	Slide the clove hitch down the ace handle to the axe head. a. The excess running end of the rope becomes the guideline
4.	Loop the working end of the rope around the head of the axe and back up the handle.
5.	Tie a half-hitch on the handle a few inches (millimeters) above the clove hitch.
6.	Tie another half-hitch at the butt end of the handle.

Task Steps – Pike Pole	
1.	Lower an appropriate length of rope from the intended destination of the pike pole.
2.	Secure the rope to the pike pole toward the end of the handle using a clove hitch. a. Pike is pointing upwards.
3.	Leave enough excess running end so that it becomes the guideline.
4.	Tie a half-hitch or approved knot around the pike pole in the middle of the handle.
5.	Tie a second half-hitch or approved knot around the pike pole under the pike hook.
6.	Hoist the pike pole. a. Clear hoist area of personnel b. Pull running end of rope c. Use guideline to clear obstacles

or

Task Steps – Pike Pole	
1.	Lower an appropriate length of rope from the intended destination of the pike pole.
2.	Place an open clove hitch over the handle of the pike pole and tighten by the hook. Leave enough rope for a tagline.
3.	Take a bite around the head of the pike pole and bring it up toward the handle.
4.	Place two or three half hitches up the pike pole handle.

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M-19

Hoist a dry hoseline. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will hoist a dry hoseline. Hoisting hose is probably the safest way to get hoselines to upper levels. As with advancing hose up a ladder, it is easier and safer to hoist a dry hoseline.

Equipment & Materials

- One 50-foot (6 m to 12 m) length of utility rope
- 50-foot (15 m) length of 2½-inch (65 mm) hose
- Hose roller

Skills Evaluation Checklist

Task Steps	
1.	Lower an appropriate length of rope from the intended destination of the hoseline.
2.	Fold the nozzle end of the hoseline back over the rest of the hose so that an overlap of 4 to 5 feet (1.2 m to 1.5 m) is formed.
3.	Tie a clove hitch with an overhand safety knot, around the tip of the nozzle and the hose it is folded against so that they are lashed together.
4.	Place a half-hitch on the doubled hose about 12 inches (300 mm) from the loop end.

M-20

Hoist a charged hoseline. (NFPA® 1001, 5.1.2)

Directions

For this skills evaluation checklist, students will hoist a charged hoseline. Whenever possible, charged hoselines should be bled of pressure before being hoisted because hoisting a dry hoseline is safer than hoisting a charged line. However, charged lines may be hoisted. Hoist charged lines nozzle-up, and be careful not to damage a coupling or the nozzle as the hoseline is being raised.

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Equipment & Materials

- One 50-foot (6 m to 12 m) length of utility rope
- 2½-inch (65 mm) charged hoseline with attached 2½-inch (65 mm) nozzle
- Hose roller

Skills Evaluation Checklist

Task Steps	
1.	Lower an appropriate length of rope from the intended destination of the hoseline.
2.	Tie a clove hitch, with an overhand safety knot, around the hose about 1 foot (0.3 m) below the coupling and nozzle.
3.	Pass a bight through the nozzle handle and loop it over the nozzle so that the rope holds the nozzle shut while it is being hoisted.
4.	Tie a half-hitch around the nozzle to take the strain off the handle.

Search & Rescue

M-21

Conduct a primary search. (NFPA® 1001, 5.3.9)

Directions

For this skills evaluation checklist, students will conduct a primary search. Students must work with other students as a team during this skill. Remind students to always follow the policies and procedures of your organization.

Equipment & Materials

- Full protective clothing with SCBA
- Building to be searched

Skills Evaluation Checklist

Task Steps	
Conduct a Primary Search	
1.	Confirm order with officer to conduct primary search.

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	a. Establish search pattern to be used
2.	Size up structure to be searched. a. Hazards present b. Construction type and features c. Potential escape routes d. Fire and smoke conditions
3.	Search the structure using established search pattern. a. cursory search of likely victim areas b. Call out for victims c. Maintain team integrity and communication d. Work from fire area to exterior e. Maintain situational awareness
4.	Identify rooms that have been searched.
5.	Remove any victims. a. Inform officer of victim(s)
6.	Exit building when search is complete or when conditions dictate.
7.	Report to officer completion of primary search.
8.	List considerations and steps necessary to complete a secondary search.

Task Steps	
Light Scan Search	
1.	Check the door top to bottom with the back of hand.
2.	Once inside the room position yourself below the smoke layer and use the portable light to completely scan the floor area and any furniture for victims.
3.	This method is restricted to use in small rooms.

Task Steps	
Perimeter Search Two Firefighters	
1.	Check the door top to bottom with the back of hand.
2.	The first firefighter enters the room and immediately places his/her right-hand on the right wall and begins to search crawling on the right wall calling out for victims.

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3.	The second firefighter lies on the floor and performs a quick light scan search of the room.
4.	The second firefighter places the light on the floor pointing into the room to serve as a beacon for both firefighters.
5.	The second firefighter places his/her left-hand on the left wall and begins to search crawling on the left wall calling out for victims.
6.	The firefighters should meet approximately half way through the room. Once they meet stop, listen for victims.
7.	The firefighters should return to the door by following the beam of light. The firefighters should work side by side staying in contact with each other.
8.	If they are unable to see the beam of light follows one of the walls back to the door. The firefighters should work side by side staying in contact with each other.
9.	The firefighters should not enter any doors that would lead them into another room before completing the search of the current room.
10.	Once the search is complete the firefighter should discuss their findings, mark the room and proceed to the next room for search.
11.	If at any time the firefighters find a victim they immediately notify the other firefighter and the IC of their findings and remove the victim using an appropriate drag or carry.

M-22

Demonstrate the incline drag. (NFPA® 1001, 5.3.9)

Demonstrate the blanket drag. (NFPA® 1001, 5.3.9)

Directions

For this skills evaluation checklist, students will demonstrate the incline drag/blanket drag. The incline drag is used by one rescuer to move a victim down a stairway or incline. It is very useful for moving an unconscious victim.

Equipment & Materials

- Full protective clothing with SCBA

Skills Evaluation Checklist

Task Steps – Incline Drag

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1.	Turn the victim (if necessary) so that the victim is supine.
2.	Kneel at victim's head.
3.	Support the victim's head and neck. NOTE: If head or neck injuries are suspected, provide appropriate support for head during movement.
4.	Lift the victim's upper body into a sitting position.
5.	Reach under the victim's arms.
6.	Grasp the victim's wrists.
7.	Stand. The victim can now be eased down a stairway or ramp to safety.

Task Steps – Blanket Drag	
1.	Turn the victim (if necessary) so that the victim is supine.
2.	Lay the blanket down next to the victim.
3.	Roll the victim towards you then roll the victim onto the blanket.
4.	Roll the blanket around the victim, supporting the head and neck.
5.	Drag the victim head first with the head and shoulders slightly off the ground.

M-23

Demonstrate the webbing drag. (NFPA® 1001, 5.3.9)

Directions

For this skills evaluation checklist, students will demonstrate the webbing drag.

Equipment & Materials

- Full protective clothing with SCBA
- Webbing

Skills Evaluation Checklist

Task Steps	
1.	Place the victim on his or her back.
2.	Slide the large webbing loop under victim's head and chest so the loop is even with their arm pits.

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	<ul style="list-style-type: none"> a. Position the victim's arms so that they are outside the webbing b. Form a large loop around the victim's torso at the chest level
3.	Pull the top of the large loop over the victim's head so that it is just past their head.
4.	Reach down through the large loop and under the victim's back and grab the webbing.
5.	Pull the webbing up and through the loop so that each webbing loop is drawn snugly around the victim's shoulders. <ul style="list-style-type: none"> a. Victim's arms next to the body b. Webbing placed high on shoulders close to the neck
6.	Adjust hand placement on the webbing to support the victim's head. <ul style="list-style-type: none"> a. Move hands toward head to provide more support
7.	Drag the victim to safety by pulling on the webbing loop.

or

Task Steps	
1.	Place the victim on his or her back. Taking the webbing make a complete circle around the victim.
2.	While lifting one arm at a time, slide the webbing under the victim's shoulder blades, flopping the loop onto the victim's chest.
3.	Lifting each leg, grab the webbing and pull upward, laying the webbing on top of the victim's stomach.
4.	Take the loop that is coming between the victim's legs and place your right hand through that loop. With the same hand grab the two loops on the victim's chest.
5.	While holding onto the two loops pull your hand out of the bottom loop.
6.	Position yourself above the victim's head, grasp the two loops and drag the victim.
7.	If two firefighters are available each firefighter can grab a loop.

M-24

Exit a hazardous area. (NFPA® 1001, 5.3.5)

Rescue a Firefighter (NFPA® 1001, 5.3.9)

Select tools for forcible entry (NFPA® 1001, 6.3.2(B))

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Directions

For this skills evaluation checklist, students will exit a hazardous area. Students must work together as a team to complete this skill.

****This skill is to be accomplished in an obscured visibility environment using either smoke, synthetic smoke, total darkness or facepiece covers****

Equipment & Materials

- Full protective clothing with SCBA
- Spare SCBA and Cylinder
- Area or structure to be exited
- Smoke Machine
- Forcible Entry Tools
- Rope or Webbing

Skills Evaluation Checklist

Task Steps – Exit a Hazardous Area	
1.	Size up environment. <ul style="list-style-type: none">a. Hazards presentb. Changing conditionsc. Status of team
2.	Determine that immediate exit by team is required. <ul style="list-style-type: none">a. Immediate threat to life safety existsb. Communicate need to exit to team members
3.	Exit structure or hazardous area following guideline or hose. <ul style="list-style-type: none">a. Maintain team integrity and communicationb. Maintain situational awarenessc. Monitor level of breathing air in SCBA cylinder
4.	Move to safe area after exiting structure or hazardous area. <ul style="list-style-type: none">a. Maintain use of SCBA and PPE while hazards are present
5.	Notify officer of situation using local procedures. <ul style="list-style-type: none">a. Request assistance if required

Task Steps – Rescue a Firefighter

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1.	Size up situation. a. Hazards present b. Changing conditions c. Status of downed firefighter (LUNAR)
2.	Collect all necessary equipment. a. Forcible entry tools b. Spare SCBA/Cylinder c. Guideline
3.	Confirm order to enter the structure. a. Maintain team integrity and communication b. Maintain situational awareness c. Monitor level of breathing air in SCBA cylinder
4.	Enter the structure. a. Maintain team integrity and communication b. Maintain situational awareness c. Monitor level of breathing air in SCBA cylinder d. Move to last known location e. Listen for PASS alarm
5.	Once the downed firefighter is located. a. Evaluate the condition of the firefighters SCBA b. Evaluate the medical condition of the firefighter b. Call for assistance if necessary c. Notify command of the status
6.	If firefighter is ambulatory assist him/her out of the hazard zone.
7.	If the firefighter is unconscious or non-ambulatory. a. Assess the status of his/her SCBA (replace SCBA/cylinder as necessary) b. If the SCBA is not functioning. If the closest exit is in the immediate vicinity then remove the downed firefighter. c. If the closest exit is not in the immediate vicinity then remove the victim's SCBA regulator and replace it with the regulator or the spare SCBA. Ensure the cylinder valve is completely open. d. Loosen the firefighter's waist strap, detach it and reattach it between the firefighter's legs e. Take the spare SCBA (that is now hooked to the firefighter's mask) and turn it upside-down and attach its waist-strap into the shoulder strap of the

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	firefighter's SCBA
8.	Remove the firefighter from the hazard area <ol style="list-style-type: none"> Loosen the shoulder straps of the SCBA Loosen and unbuckle the waist-strap, place the strap between the firefighter's legs and buckle (unless this was completed in step 7) Grasp the shoulder-straps and drag the firefighter
9.	Move to safe area after exiting structure or hazardous area. <ol style="list-style-type: none"> Maintain use of SCBA and PPE while hazards are present Transfer care of Firefighter to EMS using local procedures
10.	Notify officer of situation using local procedures. <ol style="list-style-type: none"> Request assistance if required

M-25

Illuminate the emergency scene. (NFPA® 1001, 5.3.17)

Directions

For this skills evaluation checklist, students will illuminate a scene as indicated or marked off. Equipment and materials used in your department may differ slightly from this skill sheet. Always follow the manufacturer's instructions when using any equipment.

Equipment & Materials

- Personal protective clothing
- Power generator or alternate power source
- Portable lights
- Appropriate equipment operation and service manuals
- Power cords (twist lock, waterproof)
- Ground fault circuit interrupters (GFCI) on all outlets
- Power outlet adapters

Skills Evaluation Checklist

Task Steps	
1.	Check the oil and gas level in the generator.
2.	Start generator per manufacturer's guidelines.
3.	Check all extension cords and lighting equipment for damage and wear.
4.	Connect power cords to a power source. In the event of a ground fault indicator

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	is tripped attempt to determine why and fix any problems. Then reset ground fault interrupter devices by pressing in the reset button.
5.	Choose proper portable light for assigned task.
6.	Extend power cords to the area that needs illumination and connect to the portable light. a. Avoid pulling power cords over sharp objects or around tight bends that may cause damage to cord
7.	Position portable light on stable surface and out of main traffic area so that work area is illuminated and firefighter's vision is not interrupted.
8.	Turn off generator per manufacturer's instructions.
9.	Dismantle lighting equipment and return to proper storage. a. Allow all equipment to cool before returning to storage b. Disconnect cords at connections, not by pulling on cords c. Rewind cords and inspecting for damage d. Lift all equipment properly to avoid back strain

Forcible Entry
M-26

Clean, inspect, and maintain hand/power tools and equipment.
(NFPA® 1001, 5.5.1)

Directions

For this skills evaluation checklist, students will clean, inspect, and maintain various hand tools. Every department has unique tools and equipment. This is merely a basic guide to common procedures. Tools needing maintenance will be placed on a salvage cover. Students should select one tool at a time and clean and dry each tool thoroughly before proceeding to inspection and maintenance so that the cleaning can reveal any maintenance needs. Remind students to always follow the manufacturer's instructions when using any equipment.

Equipment & Materials

- Personal protective clothing (may include hearing and eye protection)
- Salvage cover
- Maintenance tools such as files, wrenches, screwdrivers, hammers, etc.
- Cutting tools

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- Maintenance supplies appropriate for the types of tools used, such as: steel wool, sandpaper, machine oil, lubricating oil, mild detergent, degreaser, shop towels, boiled linseed oil (wooden handles), paint, brushes, scrub pads, buckets, water.
- Striking tools
- Appropriate equipment operation and service manuals
- Pushing/pulling tools
- Prying tools
- Gas powered positive pressure fan or portable power plant

Skills Evaluation Checklist

Hand Tool Task Steps	
Tool Cleaning	
1.	Wash tools with mild detergent or per manufacturer's guidelines. Rinse and wipe dry. <ul style="list-style-type: none"> a. Do not soak wooden handles in water because it will cause the wood to swell
Tool Inspection	
2.	Inspect tool handles for cracks, splinters, or other damage.
3.	Inspect tool head for tightness.
4.	Inspect working surface for dullness, damage, chips, cracks, or metal fatigue.
5.	Notify officer of any problems identified so that corrective actions can be taken.
And	
Power Tool Task Steps	
Tool Cleaning	
1.	Clean tools according to manufacturer's guidelines.
Tool Inspection	
2.	Inspect tools for damage.
3.	Inspect parts for tightness and function. <ul style="list-style-type: none"> a. Ensure that all guards are functional and in place.

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	b. Check all electrical components for cuts or other damage.
4.	Inspect working surface for damage or wear.
Tool Maintenance	
5.	Change a cutting blade on a power tool. a. Check blades for damage or wear. b. Replace blades that are damaged or worn.
6.	Check fuel level in all power tools and fill as necessary. a. Use correct fuel type. b. Ensure that fuel is fresh.
7.	Check oil level in all tools and fill as necessary.
8.	Start all power tools and keep them running. a. Ensure power tools will start manually. b. Ensure battery packs are fully charged.
9.	Tag a tool that is out of service. a. Place appropriate notification on the tool. b. Communicate the situation with officer.

M-27

Force entry through an inward-swinging door — Two-firefighter method (*NFPA® 1001, 5.3.4*)

Directions

For this skills evaluation checklist, students will force entry through an inward-swinging door using the two-firefighter method. Although various forcible entry tools can be used to force doors, this skill sheet uses the Halligan bar and flat head axe.

Equipment & Materials

- Appropriate protective clothing (safety goggles and/or face shield)
- Flat head axe
- Halligan bar
- Locking pliers, chain and/or utility rope (optional)

Skills Evaluation Checklist

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Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Firefighter #2: Checks door for heat and ensures it is safe to enter.
4.	Firefighter #1: Place the fork of a Halligan bar just above or below the lock with the bevel side of the fork against the door.
5.	Firefighter #1: Angle the tool slightly up or down.
6.	Firefighter #2: Strike the tool with the back side of a flat-head axe.
7.	Firefighter #2: Drive the forked end of the tool past the interior doorjamb.
8.	If difficulty is encountered flip the halligan so that the beveled end of the halligan is toward the jamb. After the fork gets past the jamb place the head of the axe in the opening and remove the halligan. Then flip the halligan so the beveled is now against the door.
9.	Firefighter #1: Move the bar slowly perpendicular to the door being forced to prevent the fork from penetrating the interior doorjamb.
10.	Firefighter #1: Make sure the fork has penetrated between the door and the doorjamb.
11.	Firefighter #1: Exert pressure on the tool toward the door, forcing it open.

M-28

Force entry though an outward-swinging door — Wedge-end method.
(NFPA® 1001, 5.3.4)

Directions

For this skills evaluation checklist, students will force entry through an inward-swinging door using the wedge-end method. Although various forcible entry tools can be used to force doors, this skill sheet uses the Halligan bar and flat head axe.

Equipment & Materials

- Appropriate protective clothing (safety goggles and/or face shield)
- Halligan bar
- Flat head axe
- Locking pliers, chain and/or utility rope (optional)

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Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Check door for heat and ensures it is safe to enter.
4.	Gap the door using the adze end of the halligan.
5.	Drive the adze into the opening.
6.	Pull on the Halligan to force the door.

M-29

Force entry through a window (glass pane). (NFPA® 1001, 5.3.4)

Directions

For this skills evaluation checklist, students will force entry through a window. This skill covers only typical window construction that has glass panes. Remind students to never break glass with their hands, gloved or ungloved. Also, remind students firefighters should take special precautions when breaking windows above the ground floor to prevent falling glass hazards to citizens and firefighters below. When forcing entry into a fire building, firefighters must wear SCBA. Therefore, it is required that students wear SCBA for this training exercise.

****Other materials may be simulated in the place of glass as long as the material is fastened to the window prop and will produce a similar affect as breaking glass. Possible solutions can be Saran® wrap, Styrofoam® or wood attached by Velcro strips. ****

Equipment & Materials

- Protective clothing and SCBA
- Forcible entry prying tool
- Window prop

Skills Evaluation Checklist

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Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Try window first b. Evaluate window construction and locking method
4.	Break the window glass. a. (Multiple-paned window) Lowest pane of glass b. (Single-paned window) At top of pane c. To avoid losing control of the tool, do not use excessive force d. Keep hands and the tool handle above the point of impact e. Use the tool to clean all the broken glass out of the frame once the glass has been broken

or

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Try window first b. Evaluate window construction and locking method
4.	From the exterior place the fork of the halligan tool with the bevel side against the windowsill and pry inward and downward.
5.	If dealing with a modern window, from the interior, place the adze of the halligan tool between the upper and lower sash against the window jamb and pry upward.

M-30

Force entry through a wood-framed wall (Type V construction) with hand tools (*NFPA® 1001, 5.3.4*)

Directions

For this skills evaluation checklist, students will force entry through a wall. Using power tools, firefighters will cut an inspection hole, locate a wall stud, and remove enough material so that a firefighter may pass through. When removing

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wall studs, consideration should be given to structural integrity and utility location. Students must wear SCBA for this training exercise.

****This skill should be accomplished by a team of 2 or more. ****

Equipment & Materials

- Protective clothing and SCBA
- Forcible entry tools (pick head axe, flat head axe and Halligan, etc.)
- Wall prop
- Short pike pole

Skills Evaluation Checklist

Task Steps	
1.	Assemble all necessary tools and equipment
2.	Transport tools to the entry location and prepare for use
3.	Size up the situation. a. Wall construction evaluated b. Locations of utilities considered
4.	Confirm with Command that utilities are off.
5.	Create a hole in the wall, insert a tool in the hole and remove wall covering and locate stud.
6.	Increase size of hole to allow the passage of firefighter a sharp blow or series of sharp blows to the stud at the base will separate the stud from the base.
7.	Remove wall and insulation material with hand tool and place out of traffic area.
8.	Using hand tool, push inward and remove interior wall covering.
9.	Exit area through the opening made.

Fire Control

M-62

Attack a structure fire: Exterior attack. (NFPA® 1001, 5.3.8)

Directions

For this skills evaluation checklist, students will attack a structure fire from a defensive mode. Students should be wearing full PPE and SCBA during this skill.

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Inform each firefighter of their position and tasks to perform. A safety officer should check each student's gear before they enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle. It is not recommend to actually create a fully involved structure fire for this training evolution.

****Live fire can be simulated during the performance of this skill. ****

Equipment & Materials

- Full protective clothing including SCBA
- Accountability system
- Burn building or acquired structure that is compliant with NFPA® 1403
- Hand tools (axe, Halligan, pike poles)
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- Hand light
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack fire.
2.	Don all PPE prior to entering the hot zone. a. Breathe from SCBA
3.	Check nozzle pattern prior to approaching structure.
4.	Advance the hose near the structure. a. All firefighters on same side of hose
5.	Extinguish the fire with an indirect pattern through a window or door. a. Direct fire stream at ceiling and move stream back and forth until fire is extinguished
6.	Maintain situational awareness.

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7.	Inform officer that fire is extinguished. a. Full PPE and SCBA protection is worn until clear of hot zone
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M-63

Turn off building utilities. (NFPA® 1001, 5.3.18)

Directions

For this skills evaluation checklist, students will turn off building utilities. You should inform students they are at a structure fire and they are assigned the task of shutting off building utilities. All team members should fully don PPE and SCBA and be well out of the hot zone.

Equipment & Materials

- Full protective clothing including SCBA
- Hand tools
- Training prop that simulates electrical, gas, and water utilities

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to turn off utilities.
2.	Assess for related hazards.
3.	Locate and shut off electricity at main service panel.
4.	Locate natural gas meter and/or LPG/CNG storage tank/cylinder and shut off.
5.	Locate water meter box and shut off water meter.
6.	Report to officer completion of assigned task.

M-64

Attack a structure fire: Interior attack. (NFPA® 1001, 5.3.10)

Directions

For this skills evaluation checklist, a team of firefighters, while wearing full PPE and SCBA, will attack a structure fire. Inform each student of their positions for this evaluation.

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Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

****Completion of this skill requires the use of a multi-story training center where students can conduct fire attack on at least two floors. ****

****In the above-grade fire attack Step 6: If the fire is in a high-rise or a multi-story commercial structure, the fire attack may be from a standpipe connection. If your training center does not have a below grade facility you can use the second story as grade level and the ground floor as the below grade****

****When performing this skill sheet, students will also complete the steps outlined on skill sheet M-53 Advance the preconnected flat hose load (*NFPA® 1001, 5.3.10*) and, Advance a line into a structure. (*NFPA® 1001, 5.3.10*)****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Class A live fire building
- Hand lines
(One 1½ inch (38 mm) or larger charged back-up line, supplied from second water source, with fog nozzle. One 1½ inch (38 mm) or large charged attack line equipped with fog nozzle and supplied from separate water source.)
- Portable radios
- Forcible entry tools
- Two separate water sources
- Ventilation tools and equipment
- Rescue and lighting equipment
- Salvage and overhaul tools and equipment
- Accountability system
- Apparatus

Skills Evaluation Checklist

Task Steps

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Grade Level Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry, check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards (backdraft, flashover etc...)
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering.
5.	Advance hoseline into the structure. <ul style="list-style-type: none"> a. At signal from officer b. All firefighters on same side of hose c. Leave one firefighter at each 90-degree turn to assist in advancing hose (if available) d. Approach fire from unburned side
6.	Maintain situational awareness.
7.	Extinguish fire with a direct, indirect, or combination attack as directed by officer.
8.	Report to officer completion of assigned task.

Task Steps	
Above Grade Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry, check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards.
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering.
5.	Advance hoseline into the structure. <ul style="list-style-type: none"> a. At signal from officer b. Adequate firefighters to advance line to upper fire floor c. Leave one firefighter at each 90-degree turn to assist in advancing hose.
6.	Advance hoseline up stairwell to fire floor. <ul style="list-style-type: none"> a. If possible, lay extra hoseline in stairwell above fire floor
7.	Maintain situational awareness.

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8.	Extinguish fire with a direct, indirect, or combination attack as directed by officer. a. All firefighters on same side of hose b. Approach fire from unburned side.
9.	Report to officer completion of assigned task.

Task Steps	
Below Grade Fire Attack	
1.	Confirm order with officer to attack fire.
2.	Prior to entry check nozzle pattern and bleed air from hoseline.
3.	Size up environment for hazards.
4.	Extinguish burning fascia, boxed cornices, or other doorway overhangs as necessary before entering. Ventilate the basement before entry.
5.	Advance hoseline into the structure. a. At signal from officer b. All firefighters on same side of hose c. Leave one firefighter at each 90-degree turn to assist in advancing hose. d. Approach fire from unburned side.
6.	Advance hoseline down stairwell into the basement. a. Evaluate fire conditions including stability of stairwell prior to advancing. b. Coordinate attack with ventilation. c. Maintain contact with other firefighters. d. Advance down stairwell quickly to limit exposure to heated gases and smoke.
7.	Maintain situational awareness.
8.	Extinguish fire with a direct, indirect, or combination attack as directed by officer.
9.	Report to officer completion of assigned task.

M-65

Attack a passenger vehicle fire. (NFPA® 1001, 5.3.7)

Directions

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For this skills evaluation checklist, students will attack a passenger vehicle fire. The simulation of an actual car fire will be permitted if the AHJ does not have a suitable prop, however the students must show competency in the approach and fire stream skills during the evolution. Students should be wearing full PPE during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the danger zone. Inform students of the following guidelines for vehicle fires:

- Wear full protective clothing, including SCBA.
- Use at least a 1½-inch (38 mm) attack line as booster lines do not provide the protection or rapid cooling needed.
- Attack from the upwind, uphill side as soon as possible.
- Deploy a backup line as soon as possible.
- Avoid the hazards associated with vehicle fires: catalytic converter, interior components, air bag (SRS or SIPS), shock-absorber bumpers, hollow driveshafts, hatchback supports, tires, saddle fuel tanks, alternative fuel tanks, hazardous materials.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle. In step 5 the fire attack should begin with passenger compartment if on fire. If not, attack fire in engine compartment first.

****Due to environmental restrictions it is recommended to use an LPG car fire prop for the completion of the live fire car fire skills. If an LPG car fire prop is not available a car can be stripped of all environmentally unfriendly items such as tires/seats and use Class A materials for the live fire. Contact your IDEM representative for guidance on making a vehicle acceptable for use in this manner. ****

Equipment & Materials

- Full protective clothing including SCBA
- Training passenger vehicle stripped of any safety hazards according to NFPA® 1403
- Vehicle fire, fueled, set up, and monitored according to NFPA® 1403
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- Wheel chocks

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- Halligan tool
- Apparatus
- Two separate water sources

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack passenger vehicle fire. Perform scene size up (block traffic if necessary, check for power lines, type of fuel, spills and other hazards)
2.	Lay out attack line for fire attack (1 ½" or larger). <ul style="list-style-type: none">a. Use appropriate personal protective clothing including SCBAb. Select appropriate hoseline and nozzlec. Select appropriate hand tool(s)
3.	Charge attack line. <ul style="list-style-type: none">a. Bleed air from hoselineb. Select moderate fog pattern
4.	Fully involved vehicle <ul style="list-style-type: none">a. Approach from upwind and uphill if possibleb. Size up scene for hazards (verbalize)c.c. Nozzle team approaches vehicle from the corner of the vehicle at a 45 degree angled. Use straight stream to imitate knockdowne. Move the nozzle back and forth to hit all affected areasf. Bank the stream off the street allowing water to bounce up and cool the under carriage and gas tankg. As nozzle team advances adjust nozzle pattern from straight to a wider fogh. After the fire has been darkened down and bumpers cooled open the hood and trunk to extinguish any firesi. As soon as possible the wheels should be chocked
5.	For the following specific fire types use the same general approach tactics as described in step 4.

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Task Steps	
6.	Extinguish fire in passenger compartment. a. Break window to gain entry and ventilate b. Use straight stream for attack c. Check for victims d. Maintain situational awareness
7.	Extinguish fire in engine compartment. a. Approach from side of vehicle b. Open hood at corner using tool such as Halligan c. Use straight stream for attack d. When possible, open hood using latch and prop open e. Maintain situational awareness
8.	Extinguish fire in trunk. a. Approach from side of vehicle b. Access the trunk by using the trunk latch in the front seat area or knocking out the tail light and apply water through the hole or going through the back seat or knocking out the locking mechanism and opening latch c. Prop open the trunk lid and completely extinguish the fire completely d. Maintain situational awareness
9.	Overhaul hidden and smoldering fires. a. Preserve fire cause evidence b. Extinguishment is complete – no hidden or smoldering fires remain c. All other hazards such as leaking fuel addressed d. Maintain situational awareness
10.	Report to officer completion of task.

M-66

Attack a fire in stacked/piled materials. (NFPA® 1001, 5.3.8)

Directions

For this skills evaluation checklist, students will attack a fire in stacked/piled materials. Students should be wearing full PPE during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the danger zone. All members should fully don PPE and SCBA well out of hot zone. Students should position at perimeter of hot zone on same

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side of attack line with the nozzle firefighter in foremost position and second firefighter carrying pike pole, etc.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

Equipment & Materials

- Full protective clothing including SCBA
- Training prop or simulated stack fire
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- Apparatus
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Hand tools (long pike poles, axes, trash hooks)
- Two separate water sources

Skills Evaluation Checklist

Task Steps Stacked Materials	
1.	Confirm order with officer to attack fire.
2.	Size up environment for hazards. <ul style="list-style-type: none">a. Identify and verbalize collapse zoneb. Work outside of collapse zonec. Identify any inherent threats
3.	Check nozzle pattern and bleed air from hoseline.
4.	Check for threat to exposures and cool as necessary.
5.	Advance to position to make fire attack.
6.	Extinguish fire with straight stream. <ul style="list-style-type: none">a. Evaluate extinguishment efforts and ensure penetrationb. Break up material as necessary to assist with extinguishment efforts
7.	Overhaul debris using pike pole or trash hook and evaluate for complete extinguishment.

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8.	Attempt to determine origin.
8.	Report to officer completion of assigned task.

Task Steps Dumpster	
1.	Confirm order with officer to attack fire.
2.	Attack approaches the fire in a coordinated fashion <ol style="list-style-type: none">Check for presence of hazardous materialsIdentify any inherent threatsCheck nozzle pattern, bleed air from hoseline and begin attack from a distance
3.	If the lid is closed approach with a wide fog and have backup personnel open the lid with a tool.
4.	Extinguish fire with straight stream. <ol style="list-style-type: none">Evaluate extinguishment efforts and ensure penetrationBreak up material as necessary to assist with extinguishment efforts
5.	Overhaul debris using pike pole or trash hook and evaluate for complete extinguishment.
6.	Report to officer completion of assigned task.

M-67

Attack a ground cover fire. (NFPA® 1001, 5.3.19)

Directions

For this skills evaluation checklist, students will attack a ground cover fire. Students should be wearing full PPE (wildland gear or bunker gear only) during this skill. Inform each firefighter of their position. A safety officer should check each student's gear before they enter the hot zone. All members should don PPE well out of hot zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*, exterior props. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle or extinguisher.

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****Students can simulate the live fire during this evolution. The only portion allowed to simulate will be the actual fire. Students should gather the necessary equipment and take the necessary steps as if a fire was present. ****

Equipment & Materials

- Full protective clothing including SCBA
- Area for ground cover fires or simulated fire area
- Booster line(s), Class A water type extinguishers, or preconnected hoseline
- Primary and secondary water source
- Hand tools
- Apparatus

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to attack fire.
2.	Size up environment for hazards. <ul style="list-style-type: none">a. Identify and verbalize safe zones and escape routesb. Determine fire spread potential and exposure threatc. Protect exposures as necessary
3.	Position at perimeter of hot zone and approach from the burned area (black).
4.	Approach flame edge and apply water with handline or extinguisher or use hand tools.
5.	Maintain situational awareness and always maintain a safe means of egress.
6.	Extinguish fire. <ul style="list-style-type: none">a. Maintain communication with officerb. Monitor weatherc. Monitor fire and smoke conditions
7.	Mop up hot spots.
8.	Exit hazard area to safe zone.
9.	Report to officer completion of assigned task.

Fire Suppression Systems

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M-68

Operate a sprinkler system control valve. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will operate a sprinkler system control valve. When fighting fires in occupancies that have activated sprinkler systems, inform students that they should observe the following guidelines in regard to main control valve operation:

- Check to ensure that sprinkler system control valves are open for proper operation.
- Do not close sprinkler control valves until fire officers are convinced that further operations will simply waste water, produce heavy water damage, or hamper the progress of final extinguishment.
- When a sprinkler control valve is closed, station a firefighter with a portable radio at the valve in case it needs to be reopened should the fire rekindle.

Equipment & Materials

- Full protective clothing including SCBA
- Ladder
- Automatic sprinkler system or prop

Skills Evaluation Checklist

Task Steps	
OS&Y	
1.	Confirm order with officer to operate valve.
2.	Close the OS&Y valve by turning it clockwise until the valve is fully closed and the stem is flush with the wheel.
3.	Open the OS&Y valve by turning it counterclockwise until fully opened.
4.	Back off the OS&Y valve one-quarter turn clockwise.

or

Task Steps

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PIV	
1.	Confirm order with officer to operate valve.
2.	Unlock the PIV wrench from the PIV body.
3.	Position the PIV wrench on stem nut.
4.	Close the PIV valve, turning it clockwise slowly until the target window indicates CLOSED or SHUT.
5.	Open the PIV valve, turning it counterclockwise until fully open and target window indicates OPEN.
6.	Back off the PIV valve, turning it clockwise one-quarter turn ensuring that the target window remains OPEN.
7.	Replace and lock the wrench onto the PIV body.

M-69

Manually stop the flow of water from a sprinkler. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will manually stop the flow of water from a sprinkler. Considerable time may elapse from the moment a sprinkler head is activated until authorization to close the main sprinkler valve is received. However, it is dangerous to prematurely close the main valve before complete extinguishment is certain. To prevent extensive water damage, the firefighter can plug individual heads that are no longer needed for fire extinguishment.

Wooden wedges or sprinkler tongs are commonly used to plug sprinklers. Sprinkler tongs are generally more effective in stopping the water flow than are wedge stops. If properly applied, the rubber or neoprene stopper on the tongs permits no dripping from a plugged sprinkler head. However, due to the way sprinkler tongs are constructed, they are not as conveniently carried in a pocket as are wedge-shaped sprinkler stops.

****This skill must be physically preformed and not simulated. If you do not have sprinkler prop available, contact your district training council for assistance. ****

Equipment & Materials

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- Full protective clothing including SCBA
- Activated sprinkler system **or** prop
- Wedge-shaped sprinkler stop
- Ladder

Note: Wedges can have a band of rubber placed on them to improve their operation

Skills Evaluation Checklist

Task Steps	
Wedge	
1.	Place and climb ladder safely to within reach of the sprinkler.
2.	Insert the wedges from opposite directions into the sprinkler head flat sides against sprinkler.
3.	Drive the wedges into the sprinkler with the heel of hand until water flow stops.

M-70

Connect hoseline to a sprinkler system FDC. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will connect a hoseline to a sprinkler system FDC. The most effective way for the fire department to handle what could become a serious fire loss is to give proper support to a sprinkler system. Inform students to remember the following guidelines when connecting: Connect to the FDC (earliest arriving pumper) in accordance with the pre-incident plan.

- Check to ensure that sprinkler system control valves are open for proper operation.
- Make a maximum effort to supply adequate water to the sprinkler system:
 - Limit the use of direct hoselines from sprinkler system water supply system.
 - Establish a second water supply for hoselines if necessary.
 - Observe the discharge of sprinklers in the area of the fire and maintain pressure at the pumper to adequately serve the needs of the sprinkler system.
 - Improve the discharge from the sprinklers as necessary by increasing the pressure on the system.

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- Do not close sprinkler control valves until fire officers are convinced that further operations will simply waste water, produce heavy water damage, or hamper the progress of final extinguishment.
- When a sprinkler control valve is closed, station a firefighter with a portable radio at the valve in case it needs to be reopened should the fire rekindle.
- Do not disconnect pumpers until after extinguishment has been determined by a thorough overhaul.
- Do not leave the premises until the sprinkler system has been restored to service by a representative of the occupant who is qualified to perform work on sprinkler systems.

****If the jurisdiction does not have a working FDC a Siamese appliance can be placed on a pumper and used in place of an FDC. ****

Equipment & Materials

- Full protective clothing
- Two connected lengths of 2½-inch (65 mm) hose or LDH
- Sprinkler system or Siamese appliance on side of engine if sprinkler system isn't available.
- Extra gaskets
- Adjustable spanner wrench
- Hydrant wrench
- Double male appliances (if required)

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to connect line.
2.	Extend hoselines to sprinkler connection or siamese.
4.	Remove caps from fire department connection.
5.	Inspect the fire department connection for debris.
6.	Connect hoselines to FDC and pumper.
7.	Tighten connections with spanner wrench.
8.	Report to officer completion of assigned task.

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Loss Control
M-71

Clean, inspect, and repair a salvage cover. (NFPA® 1001, 5.5.1)

Directions

For this skills evaluation checklist, students will clean, inspect, and repair a salvage cover. Prior to performing the skill students should gather all necessary cleaning equipment.

Equipment & Materials

- Cleaning supplies
- Salvage cover
- Scrub brush
- Chalk or marker

Skills Evaluation Checklist

Task Steps	
1.	Wash salvage cover with clean water and detergent by using a scrub brush.
2.	Rinse thoroughly with clean water.
3.	Hang to dry.
4.	Inspect salvage cover. a. Firefighters: Raise salvage cover at each corner b. Firefighter: Inspect underneath of cover for light coming through, holes, or tears
5.	Mark holes with chalk or marker.
6.	Patch according to manufacturer or departmental guidelines.

M-72

Roll a salvage cover for a one-firefighter spread. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will roll a salvage cover for a one-firefighter spread.

Equipment & Materials

- Salvage cover

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Skills Evaluation Checklist

Objective 12: Roll a salvage cover for a one-firefighter spread.

****Two firefighters must make initial folds to reduce the width of the cover to form this roll. Steps 1 through 8 are performed simultaneously by both firefighters on opposite sides of the cover. Steps 9 through 12 may be performed by both firefighters who are stationed at the same end of the roll. ****

Task Steps	
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.
2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.
3.	Bring the fold over to the center of the cover. This creates an inside fold (center) and an outside fold.
4.	Grasp the cover corner with the outside hand.
5.	Place the other hand as a pivot on the cover over the outside fold.
6.	Bring this outside edge over to the center, and place it on top of and in line with the previously placed first fold.
7.	Fold the other half of the cover in the same manner by using Steps 1 through 6.
8.	Straighten the folds if they are not straight.
9.	Fold over about 12 inches (300 mm) at each end of the cover to make clean, even ends for the completed roll.
10.	Start the roll by rolling and compressing one end into a tight compact roll; roll toward the opposite end.
11.	Tuck in any wrinkles that form ahead of the roll as the roll progresses.
12.	Secure the completed roll with inner tube bands or straps.

or

Task Steps	
1.	Lay the salvage cover flat on a clean floor. The firefighters will be located on opposite ends of the salvage cover.
2.	Grasp the corner of the cover with the inside hand and place the outside hand midway between the cover center and the cover edge.

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3.	Fold the cover over just short of the center.
4.	Grasp the inside edge of the cover with the inside hand and with the outside hand located between the center and the outside edge, fold the cover over again.
5.	Repeat steps 1-4 on the other side of the cover.
6.	Fold the cover about 12 inches at each end to make ends even.
7.	Start at either end by rolling the cover into a tight roll.
8.	Tuck in any wrinkle that formed ahead of the roll.

M-73

Spread a rolled salvage cover: One-firefighter method. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will spread a rolled salvage cover using the one-firefighter method.

Equipment & Materials

- Rolled salvage cover

Skills Evaluation Checklist

Task Steps	
1.	Cluster furniture/objects to be covered
2.	Start at one end of the object to be covered.
3.	Unroll a sufficient amount to cover the end.
4.	Unroll toward the opposite end and let the rest of the roll fall into place at the other end.
5.	Stand at one end.
6.	Grasp the open edges where convenient, one edge in each hand.
7.	Open the sides of the cover over the object by snapping both hands up and out.
8.	Open the other end of the cover over the object in the same manner.
9.	Tuck in all loose edges at the bottom.

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M-74

Fold a salvage cover for a one-firefighter spread. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will fold a salvage cover for a one-firefighter spread. Students must work with another student to perform this skill. Inform each student of the specific steps they are to perform.

Equipment & Materials

- Salvage cover

Skills Evaluation Checklist

****Two firefighters must make initial folds to reduce the width of the cover. Steps 1 through 7 are performed simultaneously by both firefighters on opposite sides of the cover. Steps 8 through 13 may be performed by both firefighters who are stationed at the same end of the fold. ****

Task Steps	
1.	Grasp the cover with the outside hand midway between the center and the edge to be folded.
2.	Place the other hand on the cover as a pivot midway between the outside hand and the center.
3.	Bring the fold over to the center of the cover. This will create an inside fold (center) and an outside fold.
4.	Grasp the cover corner with the outside hand.
5.	Place the other hand as a pivot on the cover over the outside fold.
6.	Bring this outside edge over to the center, and place it on top of and in line with the previously placed first fold.
7.	Fold the other half of the cover in the same manner by using Steps 1 through 6.
8.	Straighten the folds if they are not straight.
9.	Grasp the same end of the cover, with the cover folded to reduce width.
10.	Bring this end to a point just short of the center.

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11.	Use one hand as a pivot and bring the folded end over and place on top of the first fold.
12.	Fold the other end of the cover toward the center, leaving about 4 inches (100 mm) between the two folds.
13.	Place one fold on top of the other for the completed fold; the space between the folds now serves as a hinge.

or

Task Steps	
1.	Lay the salvage cover flat on a clean floor. The firefighters will be located on opposite ends of the salvage cover.
2.	Grasp the corner of the cover with the inside hand and place the outside hand midway between the cover center and the cover edge.
3.	Fold the cover over just short of the center.
4.	Grasp the inside edge of the cover with the inside hand and with the outside hand located between the center and the outside edge, fold the cover over again.
5.	Repeat steps 1-4 on the other side of the cover.
6.	Grasp the end of the cover and bring it just short of the center of the cover
7.	Using one hand as a pivot, bring the folded end over and on top of the previous fold. Continue this process once again, bringing the folded ends over and on top of the previous fold at the middle of the cover.
8.	Repeat this process on the opposite end of the cover. At this point there should be 4 inches between the folds.
9.	Place one fold on top of the other, letting the 4 inch space act as a hinge.

M-75

Spread a folded salvage cover: One-firefighter method. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will spread a folded salvage cover using the one-firefighter method.

Equipment & Materials

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- Folded salvage cover
- Object(s) to be covered

Skills Evaluation Checklist

Task Steps	
1.	Cluster furniture/objects to be covered
2.	Lay the folded cover on top of and near the center of the object to be covered.
3.	Separate the cover at the first fold.
4.	Select either end and continue to unfold the salvage cover by separating the next fold.
5.	Unfold this same end toward the end of the object to be covered.
6.	Grasp the end of the cover near the center with both hands to prevent the corners from falling outward.
7.	Bring the end of the cover into position over the end of the object being covered.
8.	Unfold the other end of the cover in the same manner over the object.
9.	Stand at one end.
10.	Grasp the open edges where convenient, one edge in each hand.
11.	Open the sides of the cover over the object by snapping both hands up and out.
12.	Open the other end of the cover over the object in the same manner.
13.	Tuck in all loose edges at the bottom.

Or

Task Steps	
1.	Place the salvage cover on top and in the center of the object(s) being covered.
2.	Fold out each side to cover the object(s) lengthwise.
3.	Extend the folds to cover the width of the object(s).
4.	Fold the ends under to protect the object(s) from water damage.

M-76

Construct a water chute with pike poles. (NFPA® 1001, 5.3.14)

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Directions

For this skills evaluation checklist, students will construct a water chute with pike poles.

Equipment & Materials

- Salvage cover
- Pike poles

Skills Evaluation Checklist

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.
3.	Place pike poles at opposite edges of the salvage cover with the pike extending off the end of the cover.
4.	Roll the edges over the pike poles toward the middle until there is a 3-foot (1 m) width between the rolls.
5.	Turn the cover over, keeping the folds in place.
6.	Place the chute to collect and channel water. The hooks can be placed onto other furniture or a ladder to elevate the end.
7.	Extend the other end out a door or window.

M-77

Construct a catchall. (NFPA® 1001, 5.3.14)

Directions

For this skills evaluation checklist, students will construct a catchall.

Equipment & Materials

- Salvage cover

Skills Evaluation Checklist

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.

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3.	Roll the sides inward approximately 3 feet (1 m).
4.	Lay the ends of the side rolls over at a 90-degree angle to form the corners of the basin.
5.	Roll one end into a tight roll on top of the side roll and form a projected flap.
6.	Lift the edge roll.
7.	Tuck the end roll to lock the corners.
8.	Roll the other end in a like manner.
9.	Lock the corners.

or

Task Steps	
1.	Open the salvage cover.
2.	Lay the cover flat at the desired location.
3.	Fold the corner into 45° angles
4.	Roll the ends half the width of the 45° folds.
5.	Roll the sides the remainder of the width of the 45° folds.
6.	Where the tabs meet, tuck the corners together.
7.	Fold the remainder of the 45° fold over the rolled corners and tuck under to secure.

M-78

Locate and extinguish hidden fires. (NFPA® 1001, 5.3.13)

Directions

For this skills evaluation checklist, students will use hand tools to remove wall and ceiling materials to look for hidden fires. Students should be wearing full PPE during this skill. Inform each student of their position. A safety officer should check each student's gear before they enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating duties so that each student has a chance to perform these tasks.

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Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Training prop that simulates hidden fires
- One 1½-inch (38 mm) or larger charged attack line equipped with a fog nozzle
- One 1½-inch (38 mm) or larger charged backup line supplied from a second water source
- Hand tools such as pike poles and axes
- Carryall or bucket for debris

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to overhaul.
2.	Locate area(s) with potential hidden or smoldering fire. <ul style="list-style-type: none">a. Use heat detector or thermal imaging deviceb. Observe fire area to detect smoking or smoldering materials: watch, listen, feel.c. Observe burn and smoke patternsd. Wear appropriate personal protective equipment, including respiratory protection
3.	Remove ceiling, wall, floor covering and insulation. <ul style="list-style-type: none">a. Begin with area closest to hidden or smoldering fireb. Overhaul area until unburned structural materials are visiblec. Recognize and preserve signs of origin and arsond. Minimize damage when possible
4.	Extinguish hidden and smoldering fires with small handline. <ul style="list-style-type: none">a. Use minimal water for extinguishmentb. Complete extinguishment – no hidden or smoldering fires remainc. Remove stuffed materials such as mattresses from structure and overhaul outsided. Cover building openings as necessary (walls floors, doors and roofs)
5.	Report to officer completion of assigned task.

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Section II

Practical Skills Competency Profile

This section is to be completed by all candidates who desire to achieve State Certification. The completion of this section is proof that all candidates have shown competence in the requisite skills for each JPR in NFPA 1001. A Lead Instructor shall sign this portion as verification. An Instructor shall be identified for each individual skill along with the date the training was completed.

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Practical Skills Competency Profile

Student Name (Last, First, MI)		PSID Number	
Fire Department / Agency		IDHS Course Number	

Module C Skills

Extinguishers	Training Date	Instructor Name
Operate a water extinguisher. <i>(NFPA® 1001, 5.3.16)</i>		
Operate a dry chemical (ABC) extinguisher. <i>(NFPA® 1001, 5.3.16)</i>		
Operate a carbon dioxide (CO ₂) extinguisher. <i>(NFPA® 1001, 5.3.16)</i>		
Rope and Knots	Training Date	Instructor Name
Inspect, clean, and store rope. <i>(NFPA® 1001, 5.5.1)</i>		
Tie the single overhand knot. <i>(NFPA® 1001, 5.1.2)</i>		
Tie a bowline. <i>(NFPA® 1001, 5.1.2)</i>		
Tie a clove hitch. <i>(NFPA® 1001, 5.1.2)</i>		
Tie a clove hitch around an object. <i>(NFPA® 1001, 5.1.2)</i>		
Tie a figure eight. <i>(NFPA® 1001, 5.1.2)</i>		

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Tie a figure-eight bend. <i>(NFPA® 1001, 5.1.2)</i>		
Tie a figure eight on a bight. <i>(NFPA® 1001, 5.1.2)</i>		
Hoist an axe and Pike Pole. <i>(NFPA® 1001, 5.1.2)</i>		
Hoist a dry hoseline. <i>(NFPA® 1001, 5.1.2)</i>		
Hoist a charged hoseline. <i>(NFPA® 1001, 5.1.2)</i>		
Rescue/Extrication	Training Date	Instructor Name
Exit a hazardous area. <i>(NFPA® 1001, 5.3.5)</i> Rescue a Firefighter <i>(NFPA® 1001, 5.3.9)</i>		
Conduct a primary search, light scan search. Perimeter search. <i>(NFPA® 1001, 5.3.9)</i>		
Demonstrate the incline drag. <i>(NFPA® 1001, 5.3.9)</i>		
Demonstrate the webbing drag. <i>(NFPA® 1001, 5.3.9)</i>		
Illuminate the emergency scene. <i>(NFPA® 1001, 5.3.17)</i>		
Forcible Entry	Training Date	Instructor Name
Clean, inspect, and maintain hand tools and equipment. <i>(NFPA® 1001, 5.5.1)</i>		

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Clean, inspect, and maintain power tools and equipment. <i>(NFPA® 1001, 5.5.1)</i>		
Force entry through an inward-swinging door — Two-firefighter method. <i>(NFPA® 1001, 5.3.4)</i>		
Force entry through an outward-swinging door — Wedge-end method. <i>(NFPA® 1001, 5.3.4)</i>		
Force entry through a window (glass pane). <i>(NFPA® 1001, 5.3.4)</i>		
Force entry through a wood-framed wall (Type V construction) with hand tools. <i>(NFPA® 1001, 5.3.4)</i>		
Fire Control	Training Date	Instructor Name
Attack a structure fire — Exterior attack. <i>(NFPA® 1001, 5.3.8)</i>		
Turn off building utilities. <i>(NFPA® 1001, 5.3.18)</i>		
Attack a structure fire - Interior attack grade, above grade and below grade levels. <i>(NFPA® 1001, 5.3.10)</i>		
Attack a passenger vehicle fire. <i>(NFPA® 1001, 5.3.7)</i>		
Attack a fire in stacked/piled materials.		

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<i>(NFPA® 1001, 5.3.8)</i>		
Attack a ground cover fire. <i>(NFPA® 1001, 5.3.19)</i>		
Fire Suppression Systems	Training Date	Instructor Name
Operate a sprinkler system control valve. <i>(NFPA® 1001, 5.3.14)</i>		
Manually stop the flow of water from a sprinkler. <i>(NFPA® 1001, 5.3.14)</i>		
Connect hoseline to a sprinkler system FDC. <i>(NFPA® 1001, 5.3.14)</i>		
Loss Control	Training Date	Instructor Name
Clean, inspect, and repair a salvage cover. <i>(NFPA® 1001, 5.5.1)</i>		
Roll a salvage cover for a one-firefighter spread. <i>(NFPA® 1001, 5.3.14)</i>		
Spread a rolled salvage cover one-firefighter method. <i>(NFPA® 1001, 5.3.14)</i>		
Fold a salvage cover for a one-firefighter spread. <i>(NFPA® 1001, 5.3.14)</i>		
Spread a folded salvage cover — One-firefighter method. <i>(NFPA® 1001, 5.3.14)</i>		
Construct a catchall. <i>(NFPA® 1001, 5.3.14)</i>		
Construct a water chute with pike poles.		

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<i>(NFPA® 1001, 5.3.14)</i>			
Locate and extinguish hidden fires. <i>(NFPA® 1001, 5.3.13)</i>			
<p>This competency profile is intended to be used as a record of a student's performance of each skill listed and its associated NFPA 1001 2013 edition objective. This sheet should be used for the instruction of the student; however, the Instructor should refer to the IDHS Practical Skills Sheets and NFPA standards for additional guidance on the proper completion of the demonstrated skill. Students should place a copy of this document in their departmental training file. REPORT ANY ERRORS OR PROBLEMS TO THE IDHS TRAINING SECTION</p>			
<p>LEAD INSTRUCTOR CERTIFICATION OF SKILLS</p> <p>I certify that the student identified on this form has been trained and successfully completed all practical skills listed. Falsification of this information may result in disciplinary action against the Instructor by the Board of Fire Fighter Personnel Standards and Education.</p>			
Name		Signature	
PSID Number		Date	

Section III

Practical Skills Examination Procedure

Module C

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Overview

The Firefighter I Practical Skills Final Examination is designed to test a candidate's ability to show competency by simulating response conditions. This is accomplished by taking a group of skills contained in the Firefighter I Skills Handbook (the skills identified to meet the minimum standard of NFPA 1001 2008 Edition) and constructing them into various scenarios. All available scenarios will be placed on the IDHS and Indianafiretraining.com website. Instructors shall familiarize themselves with the scenarios and are encouraged to use them during the skills portion of the class. Candidates shall also familiarize themselves with the scenarios so they have a clear understanding of the examination process. It must be understood that any of the skills contained in the Firefighter I Skills Handbook can be used in the scenarios for final practical examination purposes. The scenarios will be periodically revised or replaced to ensure credibility. Candidates must therefore be prepared to test on any practical skill required.

The scenarios attempt to represent an actual emergency response and the candidates represent a company with the evaluator handing out the team assignments. The purpose of this approach is to allow the candidates to understand how all of the individual pieces taught are put together. This also allows candidates to test on a wide variety of skills that is a fair representation of all available skills. With this in mind it must be understood that some of the scenarios will not be representative of how company assignments are handed out for a specific fire department. For instance, salvage operations in some organizations may be a truck company assignment but for the scenario it may be assigned to an engine company. Another example is a scenario is set up for a truck company operation and your organization does not operate truck companies. In either case keep in mind that emergency response requires that its members have the ability to adapt to changing conditions.

Test Validity and Reliability

The IFTS ensures test validity by referencing each test evolution to the appropriate NFPA standard(s) and dedicated reference material(s). Only certified fire service instructors are permitted to evaluate test evolutions. Additionally, the Indiana Board of Firefighting Personnel Standards and Education shall approve all practical skills. Reliability is evaluated as each examination is conducted and statistics are compiled. Based upon periodic review, evolutions are retained, redesigned or removed from the test.

Examination Administration Guidelines

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Practical skills examinations shall be administered only to individuals who meet all prerequisites.

All practical skill examination evolutions will be available on the IDHS and Indianafiretraining.com websites. Instructors are urged to use these evolutions during training.

Fire Fighter I Practical Skills Examinations shall only be conducted at sites where all necessary examination props are available. The minimum equipment necessary is listed below

- One or two story facility capable of laddering and climbing in and out of windows
- FF Safety & Survival Prop
- Vertical Ventilation Prop
- Wall Prop
- Window Prop
- Forcible entry prop
- Entanglement prop
- Two Engines 500+ Gallon 1000+ GPM (fully equipped with at least a 24' extension ladder, roof ladder, 400' 1 3/4" hose, 300' supply hose, forcible entry tools, ventilation saw, 100' utility rope, pike poles, a pick head axe, gated wye and a siamese)
- Hydrant or Drop Tank (Fold A Tank)
- Sprinkler head prop
- DOT Emergency Response Guidebook

Registration of the examination shall be the responsibility of the Lead Instructor and shall be completed within thirty (30) days prior to the examination date.

The Lead Evaluator shall contact IFTS staff via email at least fifteen (15) days before the examination date for scenario assignments. The Lead Evaluator shall not communicate the scenario assignments to anyone until the day of the evaluation. The Lead Evaluator is responsible for ensuring all necessary props are in place prior to the examination date.

Only the Evaluators and Lead Evaluator will be involved in the administration of practical skills certification examinations. Evaluators shall not have been the candidate's instructor(s) for the skills they are evaluating. The Lead Evaluator shall not have taught any portion of the class.

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The Lead Instructor should be present for the examination to assist in providing remedial training to candidates who are unsuccessful in the completion of a skill station or to assist the Lead Evaluator as necessary.

Registration information for candidates from challenges, retests, or from districts other than the test site district shall be forwarded to the Lead Evaluator at least 2 weeks prior to the scheduled examination. The Lead Evaluator shall determine if additional candidates will be able to take the exam.

The Lead Evaluator shall monitor registration for the practical skills examination.

Candidates reporting to the examination site shall have all equipment and/or materials necessary to participate including personal protective equipment (PPE), and self-contained breathing apparatus (SCBA). In addition all candidates must present a completed Practical Skills Competency Profile (all skills signed off and the document signed by the Lead instructor) to the Lead Evaluator prior to being eligible to participate in the Final Skill Examination. The only exception to this will be if the Lead Instructor notifies the Lead Evaluator prior to the exam date and verifies the Practical Skills Competency Profiles are completed for his/her students. This notification shall be in writing and it is up to the Lead Evaluator to determine if this is acceptable. The Lead Evaluator shall send a written acknowledgement to the Lead Instructor.

Facial hair requirements of NFPA Standard 1500 and 29 CFR 1910.134 (q)(1) shall be followed in certification practical skills examinations which contain a SCBA use requirement.

Candidates shall provide photo ID for verification upon arrival at the test site.

Any individual whose name does not appear on the roster or does not have required paperwork will not be permitted to participate in the examination unless approved by the Lead Evaluator.

All exams shall be graded on a pass/fail basis.

Candidates shall be graded on an individual basis for all non-team related skills such as PPE and SCBA. Candidates will be graded as a two person team for all team related skills such as live fire attack, search and rescue. In the event of a team failure team members may be split up for the retest but this is not a requirement. If one student cannot complete a scenario due to injury, physical inability or capability another person may be substituted to allow the other team member to complete the scenario. The substituted person can be another student that is not currently engaged in an examination scenario, an instructor,

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evaluator or fire department personnel that is present. The substituted person shall not be the lead person in the evolution and cannot provide instruction to the testing candidate. If it is determined to use a substitute the Lead Evaluator shall make detailed documentation of why the substitution was necessary.

Each candidate will complete three (3) full scenarios comprised of two (2) team evolutions each that are designated by an (a) or (b) after the scenario number. This makes a total of six (6) graded scenarios that candidates will be evaluated on. Each evolution is graded independently so if candidates are completing Scenario 1 and fail the skills assigned to 1a and pass 1b they only need to retest on 1a to pass Scenario 1. In addition, all candidates must complete the independent Skill Sheet during the examination. This is accomplished while students are getting equipment and apparatus back in service at the end of each scenario.

On the scenario skill sheet there are portions of the scenario considered to be critical fail points. All of these are noted on the scenario skill sheet. Any student or team that fails a portion that is considered as critical they automatically fail that team evolution and must complete that team evolution during a retest (as long as they remain eligible for a retest. If a candidate or team that fails an individual skill that is not noted as a critical skill then they only need to complete that individual skill and not the entire team evolution. For instance, a team fails a ladder raise, since that skill is considered to be critical they will complete the entire team evolution. If a candidate or team fails to construct a water chute since it is not considered to be critical they only need to construct a water chute to pass the scenario. However if a candidate or team fails numerous individual skills contained in a team evolution they should complete the entire team evolution as a retest even if none of failed skills are critical.

Candidates will be allowed to retest the same day per the retest allowance for the pertinent certification category and/or level. Lead Evaluators will only conduct such retests after all other candidates have completed testing. A different Evaluator observed by the Lead Evaluator shall conduct retesting. If the candidate fails a retest they must complete the entire Final Skills Examination on a future date.

Candidates failing more than two (2) skills for the pertinent certification category and/or level are required to complete a retest at a future date.

The rules for each certification category and/or level exam shall be followed in their entirety.

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Practical skills examinations will be conducted weather permitting. Cancellations due to adverse weather conditions shall be at the discretion of the Lead Evaluator.

The estimated time for practical skills examinations is 6 hours not including breaks.

Timing begins at the completion of Lead Evaluator's address to the candidate group and ends with completion of all required stations, including any same-day retests by each candidate group.

Any additional costs incurred for complete retests shall be the responsibility of the candidate.

Examination Administrative Procedure

Prior to commencement of administration of an exam, the Lead Evaluator will assign the Evaluators to the various stations. The Lead Evaluator will, at the same time, assemble the Evaluators equipment:

- Clipboards
- Skills check-off forms for the pertinent exam
- Rehab supplies
- Communication equipment
- Pens/pencils
- Stopwatches

The Lead Evaluator will assemble the Evaluators and inform them of the skill choices assigned to the examination. The Evaluators perform setup of their particular station based on the skill choices assigned.

Upon completion of set-up by the Evaluators, the Lead Evaluator will perform a complete safety and operational site check.

The Lead Evaluator will assemble the Evaluators and address "best practices" for the pertinent exam, including:

- Safety being the #1 priority
- Pass/fail criteria
- Remind evaluators they are testing, not teaching
- Stress fairness and consistency
- Proper documentation and justification of pass/fail

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- Complete explanations of failure to the candidates
- Disagreements between them and the candidates must be deferred to the Lead Evaluator
- They should be monitoring the physical well-being of the candidates as they participate/pass through their individual stations
- Determine an emergency signal that will require candidates to end the scenario and evacuate structures
- Injury or illness reporting

Also at this time, candidates will:

- Be checked for compliance with equipment/material requirements
- Be checked for compliance with facial hair requirements if applicable

The Lead Evaluator assembles the candidates and addresses them regarding the exam format:

- Makes candidate team assignments (candidates will be in teams of 2, it is also acceptable for the Lead Instructor to have the team assignments made prior to the test date)
- Describes the stations and their locations, what teams are assigned to the skill stations and how the team rotations will work
- Instructs candidates to notify an evaluator immediately in the event of injury or illness
- Emergency signal to indicate that candidates must evacuate any structures and report to their assigned evaluator
- May use the DOT-ERG book anytime while at hazmat stations
- Stresses that the candidates follow directions from the Evaluator and/or Lead Evaluator
- Candidates shall not leave the staging area until instructed to disperse
- Candidates are to stay with their assigned team at all time
- Candidates shall stay at the skill station assigned until released
- Candidates shall not discuss what was completed at any skill stations with any candidates that have not completed that particular skill station. Doing so may result in the failure of all students involved.
- Stresses the importance of the candidates keeping themselves hydrated and tells them location of water dispensers.
- Explains that up to 2 skills failed can be retested the same day
- Explains that 3 or more skills failed means complete retest on another day
- Stresses safety on the candidates part
- Asks for and answers any questions the candidates have relating to the process
- Introduces the Evaluators

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- Explain this is a testing, not a teaching event
- Stress safety first to the candidates – wearing appropriate PPE/SCBA for the various stations and any additions/deletions due to weather conditions

The testing site shall provide secure staging for students to ensure unevaluated students cannot observe candidates being tested. Apparatus shall be in place at each skill station to ensure that candidates from other skill stations can not observe the activities at other skill stations. Candidates are not permitted to communicate with each other during the examination.

Exam Commencement

Evaluators shall consistently provide the same directions to the candidates for each of the selected station tests. They are to read the scenarios exactly as written.

Evaluators shall instruct each candidate at his/her skill station of their team assignment.

Evaluators shall ask if the candidates as individuals or team members have any questions regarding the job performance requirement(s). All questions are to be answered.

Once the evaluator has completed the briefing he/she will collect the skills check sheet from each candidate.

The evaluator shall instruct the candidates to perform the required test function(s).

Once the candidates have completed their assignments the evaluator shall direct them where to go and to wait for further instructions.

All candidates shall complete every station assignment for the examination.

Once each team has completed all of the skills associated with a station the evaluator shall inform the Lead Evaluator that his/her teams are ready for their next assignment.

Once all skill stations have completed the current rotation the Lead Evaluator will notify all skill station Evaluators to direct the teams to go to their next assigned station.

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This shall continue until all teams have completed the rotation through all skill stations.

When the examination is concluded any candidates that are required to retest shall be informed of where to go.

While observing the performance, Evaluators follow the checklist provided on each candidate's station skills check-off form. Safety issues are a priority during this observance.

Evaluators shall grade the candidates, either as individuals for individual tests or as team members for team tests, utilizing the check-off form.

Evaluators shall document in ink and explain the pass/fail results on the proper form.

Upon completion of each skill station evaluators shall return the completed skills check-off forms to each candidate.

Upon completion of the skills examination the Lead Evaluator shall collect all completed skill sheets and do the following as necessary;

- Sign the application for certification for all successful candidates
- Arrange all retests as necessary
- Advise all candidates who are not eligible for a retest or who have had an unsuccessful retest that they must make arrangements to take another skills examination.

Completed skill sheets will be returned to the candidate and shall be placed in their personnel/training file at their fire department.

Throughout the course of the exam, the Lead Evaluator makes himself/herself available to:

- Answer questions
- Maintain an expedient flow of the candidate/teams from staging area to station, back to staging area.
- Provide replacements in the event of equipment malfunction or failure
- Replenishes water supply at refreshment dispensers
- Candidates
- Evaluators
- Coordinator

Throughout the course of the exam the Lead Evaluator:

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- Observe activities at all stations on a rotating basis
- Monitor Evaluator directions
- Listen to candidates questions and Evaluators answers
- Answer questions directed to the Lead Evaluator
- Settle disputes that may arise between candidates and Evaluators
- Make final pass/fail decisions in dispute situations
- Provide same-day retest forms in applicable failure situations
- Notify candidates to completely retest on a future date in failure and retest failure situations
- Ensure all certification documentation is complete, signed and correct for submission to the IFTS certification branch

Sample Examination

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team 3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

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Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus select, carry, raise a ground ladder for entry into a second story window and tie an axe for hoisting. Team 3a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, calls for water and readies the attack line. After team 3b has established the ground ladder they will gather all necessary equipment and begin salvage operations. Team 3a will enter the structure, locate and extinguish the fire. Once the fire is extinguished they will check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

Scenario 5 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 5a and the other team will complete the skills assigned to team 5b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 5a will be led to constricted passage area and be instructed on the problems

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encountered. Once they complete that phase each member will complete the emergency operations portion individually and out of sight of each other. Team 5b will set up and perform RIT operations.

This scenario should be completed using the entanglement prop, a wall prop or something similar. If a candidate is unable to pass through restricted passage due to his/her size then attempts to find an alternative should be made.

Scenario 7 Directions

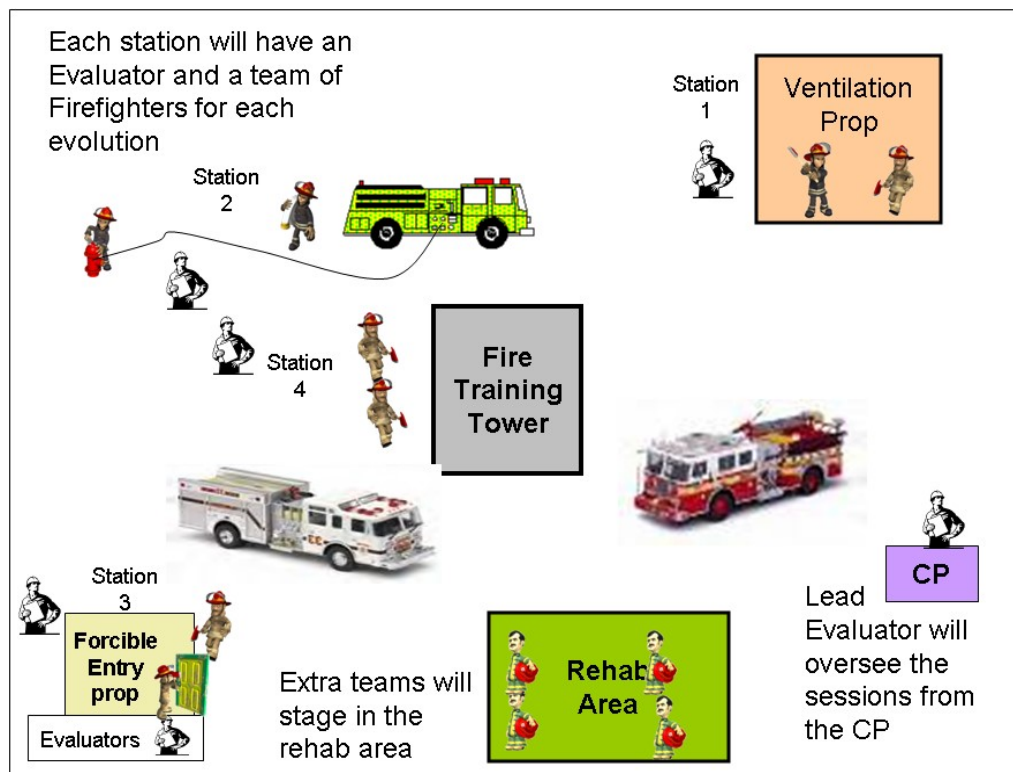
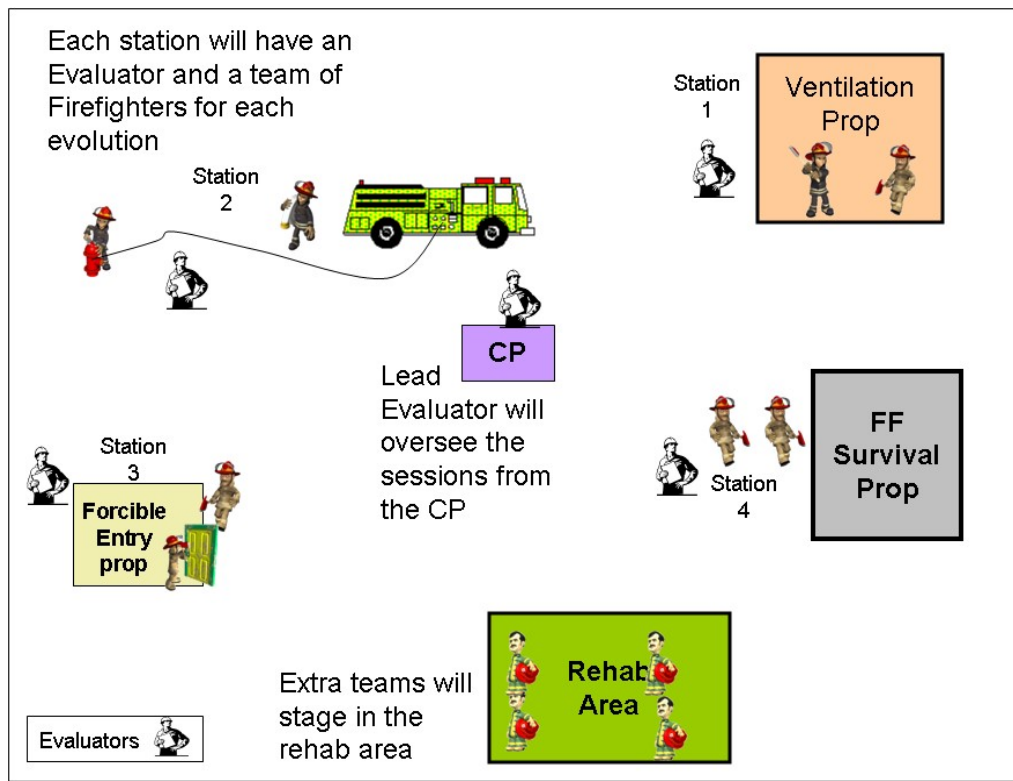
This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 7a and the other team will complete the skills assigned to team 7b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 7a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 7b will dismount the apparatus, place traffic control devices, set up scene lighting. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

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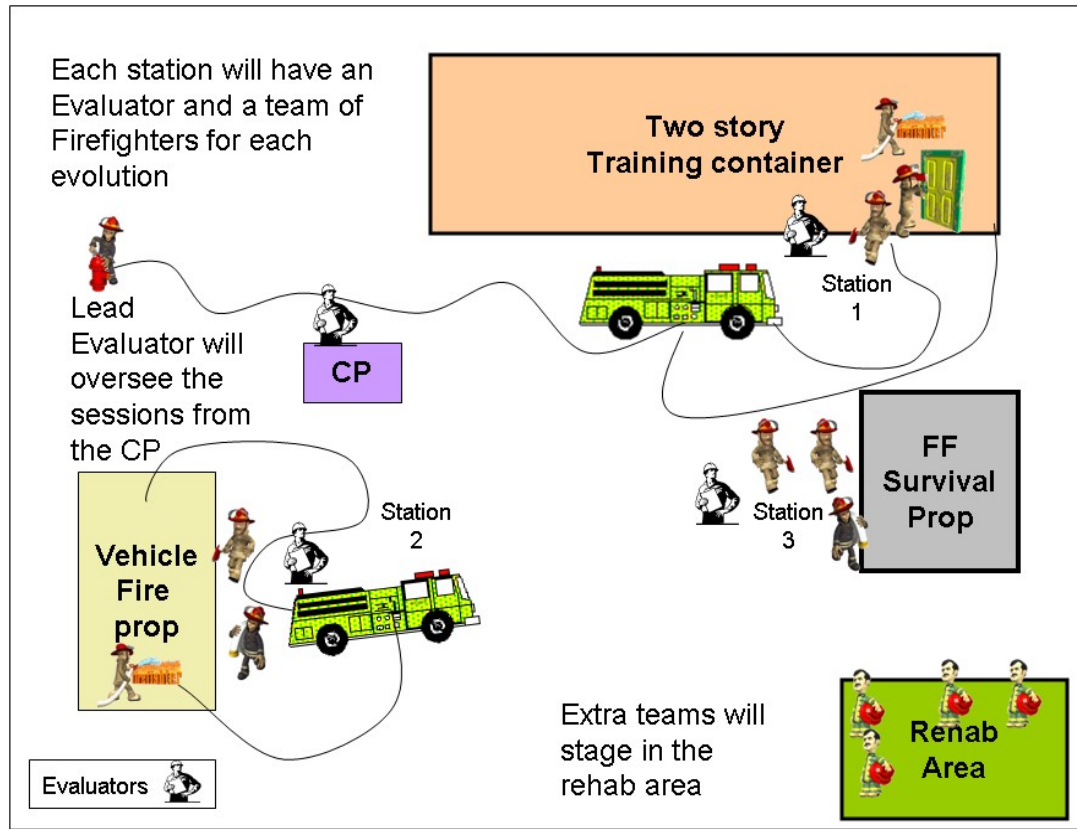
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Practical Skill Diagrams



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Section IV

Practical Skills Examination Scenarios

Evaluators shall place a "P" for Pass or "F" for Fail in the boxes located in the completed column

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Scenario 1

Structure Fire

Condition

"You are a member of a 4 person engine company that gets dispatched to a working structure fire. You are to safely mount the apparatus, respond to the alarm and dismount the apparatus. Upon your arrival you will perform a scene size up, secure a water supply, determine your company attack and begin suppression and operations when instructed."

SKILL (Team 1a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>Identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES CANDIDATES THAT THEIR COMPANY HAS BEEN ORDERED TO FORCE THE FRONT DOOR AND STRETCH A HANDLINE FOR FIRE ATTACK.</u>		
**Selects appropriate handline and stretches it to the front door, and calls for water	M-53	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES RAPID INTERVENTION TEAM IS IN PLACE AND ENTRY CAN BE MADE</u>		
**Gains entry through front door and advance line into structure	M-27, 53	<input type="checkbox"/> <input type="checkbox"/>
**Locate and extinguish fire	M-64	<input type="checkbox"/> <input type="checkbox"/>
Perform hydraulic ventilation	M-45	<input type="checkbox"/> <input type="checkbox"/>

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Locate and extinguish hidden fires	M-78	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES COMPANY THEY ARE TO DOFF & INSPECT THEIR PPE, REPLACING OR REFILLING THEIR AIR CYLINDER WITH A FULLY CHARGED AIR CYLINDER.</u>		
Doff, Inspect and prepare PPE/SCBA for reuse.	M-4	<input type="checkbox"/> <input type="checkbox"/>
Replace SCBA cylinder	M-7or 8	<input type="checkbox"/> <input type="checkbox"/>
You have been ordered to secure a water supply for a commercial fire. You must successfully secure the water supply and successfully communicate with the driver of the apparatus.		
SKILL (Team 1b)	Skill Sheet	COMPLETED
Secure a hydrant, complete a forward lay and operate a hydrant <u>or</u> deploy a portable water tank, connect and place a hard suction hose for drafting from a static water source.	M-46 a & b <u>Or</u> M-47 a & b	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES THAT THE WATER SUPPLY HAS BEEN ESTABLISHED AND ORDERS THE CREW TO SETUP FOR RIT OPERATIONS.</u>		
Set up for RIT operations	M-83	<input type="checkbox"/> <input type="checkbox"/>
Don SCBA and prepare for use	M-3	<input type="checkbox"/> <input type="checkbox"/>

<u>Critical Criteria</u>	
*Candidate fails to properly don PPE	
*Candidate fails to ensure scene safety before operating in the "Hazard Zone"	

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<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
<div style="text-align: right; margin-right: 50px;">Evaluator name and PSID #:</div> <div style="text-align: right; margin-right: 50px;">Applicant Signature:</div> <div style="text-align: right; margin-right: 50px;">Applicant Printed Name:</div>	
Comments:	

Scenario 1 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 1a and the other team will complete the skills assigned to team

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1b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 1b will dismount the apparatus at the hydrant or portable water tank and make all necessary connections. Team 1a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, gain entry into the structure call for water and ready the attack line. After team 1b has established a water supply they will gather all necessary equipment and set up for RIT. After the RIT area is set up they will don an SCBA and stand by. Once RIT is established, Team 1a will enter the structure, locate and extinguish the fire. Once the fire is extinguished they will perform hydraulic ventilation and check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

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Scenario 2

Rescue

Condition

"You are a member of a Truck Company. As the first in Truck Company your primary responsibility is victim rescue. Upon your arrival on the scene you are told that there is a victim inside the second story window. Your company will ladder, enter the second story bedroom, and secure the victim. You will find a conscious victim and rescue him from the second story window."

SKILL (Team 2a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
Rescue crew climbs ladder	M-41	<input type="checkbox"/> <input type="checkbox"/>
**Locate and secure the victim	M-21	<input type="checkbox"/> <input type="checkbox"/>
**Remove victim from hazard zone	M-22 or 23	<input type="checkbox"/> <input type="checkbox"/>
SKILL (Team 2b)	Skill Sheet	COMPLETED
**Select, carry, and raise a ladder properly for victim rescue from a window	M-43	<input type="checkbox"/> <input type="checkbox"/>
**Climb ladder and perform a leg-lock	M-41	<input type="checkbox"/> <input type="checkbox"/>
**Assist conscious victim down a ground ladder	M-42	<input type="checkbox"/> <input type="checkbox"/>

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<u>Critical Criteria</u>		
<i>*Candidate fails to properly don PPE</i>		
<i>*Candidate fails to maintain control of ladder</i>		
<i>*Candidate fails to ensure scene safety before operating in the "Hazard Zone"</i>		
<i>*Candidate fails to complete task or assignment marked with an **</i>		
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>		
Applicant Printed Name:		
Comments:		

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Scenario 2 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 2a and the other team will complete the skills assigned to team 2b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 2a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and wait for instructions to begin search. Team 2b will dismount the apparatus, carry and raise a ground ladder for a conscious victim rescue. Once the ladder is in place, team 2a will climb the ladder, force entry through a window, locate the victims and remove the victim/s from the hazard area (assist victims onto ladder). While Team 2a locates and readies the victims Team 2b will select and ready an uncharged handline for hoisting, climb the ladder, hoist the line and prepare to receive the victim from the search crew. Each member of Team 2a will be required to assist one victim, each member of Team 2b will be required to bring a conscious victim down a ladder. Once the scenario has been completed twice the company will place the apparatus back in the ready position.

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Scenario 3

Structure Fire

Condition

"You are a member of a 4 person engine company that gets dispatched to a working structure fire. You are to safely mount the apparatus, respond to the alarm and dismount the apparatus. Upon your arrival you will perform a scene size up, determine your company attack and begin suppression and operations when instructed."

SKILL (Team 3a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES CANDIDATES THAT COMMAND HAS BEEN TRANSFERRED TO THE ARRIVING CHIEF AND THAT THEIR COMPANY HAS BEEN ORDERED TO STRETCH A HANDLINE, SET A LADDER FOR ENTRY INTO THE SECOND FLOOR, FORCE ENTRY INTO A WINDOW AND CONDUCT FIRE ATTACK.</u>		
**Selects appropriate handline and stretches it to the ladder, and calls for water	M-53	<input type="checkbox"/> <input type="checkbox"/>
**Advance a charged line up a ladder into a window	M-58	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES RAPID INTERVENTION TEAM IS IN PLACE AND ENTRY CAN BE MADE</u>		
**Force entry through a window and advance line into structure	M-29, 58, 41	<input type="checkbox"/> <input type="checkbox"/>
**Locate and extinguish fire	M-64 (above grade)	<input type="checkbox"/> <input type="checkbox"/>

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Perform hydraulic ventilation	M-45	<input type="checkbox"/> <input type="checkbox"/>
Locate and extinguish hidden fires	M-78	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES COMPANY THEY ARE TO DOFF & INSPECT THEIR PPE, REPLACING OR REFILLING THEIR AIR CYLINDER WITH A FULLY CHARGED AIR CYLINDER.</u>		
Doff, Inspect and prepare PPE/SCBA for reuse.	M-4	<input type="checkbox"/> <input type="checkbox"/>
Replace SCBA cylinder	M-7or 8	<input type="checkbox"/> <input type="checkbox"/>
You have been ordered to select, carry and raise a ladder for entry into a window, assist with hose advancement, hoist equipment and construct a catchall.		
SKILL (Team 3b)	Skill Sheet	COMPLETED
**Carry and raise a ladder for entry into a second story window	M-33,34 & 36	<input type="checkbox"/> <input type="checkbox"/>
Tie and hoist pike poles	M-18	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES THAT THE LADDER AND EQUIPMENT ARE IN PLACE AND ORDERS THE CREW TO BEGIN SALVAGE OPERATIONS.</u>		
Spread a folded salvage cover	M-75	<input type="checkbox"/> <input type="checkbox"/>
Construct a water chute	M-77	<input type="checkbox"/> <input type="checkbox"/>
Fold a salvage cover	M-71	<input type="checkbox"/> <input type="checkbox"/>
<u>Critical Criteria</u>		
<i>*Candidate fails to properly don PPE</i>		

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<i>*Candidate fails to ensure scene safety before operating in the "Hazard Zone"</i>	
<i>*Candidate fails to maintain control of ladder</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
Evaluator name and PSID #: _____	
Applicant Signature: _____	
Applicant Printed Name: _____	
Comments:	

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team 3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure

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that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus select, carry, raise a ground ladder for entry into a second story window and tie a pike pole for hoisting. Team 3a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, calls for water and readies the attack line. After team 3b has established the ground ladder they will assist with hose advancement until team 3a has reached the seat of the fire then they gather all necessary equipment to construct a water chute and begin salvage operations. Team 3a will force entry through a window, enter the structure, locate and extinguish the fire. Once the fire is extinguished they perform hydraulic ventilation and check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

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Scenario 4

Rescue

Condition

"You are a member of a Truck Company. As the first in Truck Company your primary responsibility is victim rescue. Upon your arrival on the scene you are told that there is a possible victim inside the structure. Your company will force entry through a door, enter the structure and conduct a primary search. You will find an unconscious victim and rescue him from the structure." This should be accomplished in smoke conditions.

SKILL (Team 4a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES THAT YOU ARE TO ASSEMBLE ALL NECESSARY EQUIPMENT TO CONDUCT RESCUE OPERATIONS AND PROCEED INTO THE STRUCTURE AND CONDUCT A PRIMARY SEARCH</u>		
**Force entry through a door	M-27	<input type="checkbox"/> <input type="checkbox"/>
**Conduct Primary search	M-21	<input type="checkbox"/> <input type="checkbox"/>
**Remove victim using an appropriate drag	M-22 or 23	<input type="checkbox"/> <input type="checkbox"/>
SKILL (Team 4b)	Skill Sheet	COMPLETED
Your team is ordered to set up for RIT operations and establish scene lighting		
Set up for RIT operations	M-24	<input type="checkbox"/> <input type="checkbox"/>
Don SCBA and prepare for use	M-3	<input type="checkbox"/> <input type="checkbox"/>

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Illuminate the emergency scene	M-25	<input type="checkbox"/> <input type="checkbox"/>

<u>Critical Criteria</u>	
<i>*Candidate fails to properly don PPE</i>	
<i>*Candidate fails to ensure scene safety before operating in the "Hazard Zone"</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
<p align="right">Evaluator name and PSID #: _____</p> <p align="right">Applicant Signature: _____</p> <p align="right">Applicant Printed Name: _____</p>	
Comments:	

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Scenario 4 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 4a and the other team will complete the skills assigned to team 4b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 4a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and gather the necessary equipment to conduct rescue operations force entry into the structure and conduct search and rescue operations. Team 4b will set up for RIT operations and set up scene lighting.

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Scenario 5

Emergency Procedures

Condition

You are dispatched to a structure fire. While conducting interior fire attack operations you find yourself trapped by the fire conditions and must exit through an alternate egress point.

SKILL (Team 5a)	Skill Sheet	COMPLETED
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
**Exit a constricted opening, Exit a Hazardous Area	M-6, 24	<input type="checkbox"/> <input type="checkbox"/>
**Reports MAYDAY and maintains communications with command (LUNAR)	M-6, 24	<input type="checkbox"/> <input type="checkbox"/>
<u>ONCE YOU ARE CLEAR OF CONSTRICTED OPENING THE EVALUATOR ADVISES YOU THAT YOUR SCBA HAS MALFUNCTIONED AND TO INITIATE EMERGENCY PROCEDURES.</u>		
**Perform emergency operations for an SCBA	M-5	<input type="checkbox"/> <input type="checkbox"/>
SKILL (Team 5b)	Skill Sheet	COMPLETED
Set up for RIT operations	M-24	<input type="checkbox"/> <input type="checkbox"/>
**Rescue a firefighter	M-24	<input type="checkbox"/> <input type="checkbox"/>
**Don SCBA and prepare for use	M-3	<input type="checkbox"/> <input type="checkbox"/>

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<u>Critical Criteria</u>	
<i>*Candidate fails to properly don PPE</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
Evaluator name and PSID #: _____ Applicant Signature: _____ Applicant Printed Name: _____	
Comments:	

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Scenario 5 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 5a and the other team will complete the skills assigned to team 5b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 5a will be led to constricted passage area and be instructed on the problems encountered. Once they complete that phase each member will complete the emergency operations portion individually and out of sight of each other. Team 5b will set up and perform RIT operations.

This scenario should be completed using the entanglement prop, a wall prop or something similar. If a candidate is unable to pass through restricted passage due to his/her size then attempts to find an alternative should be made.

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Scenario 6

Vertical Ventilation

Condition

Upon your arrival on the scene your company is assigned to complete vertical ventilation.

SKILL (Team 6a)	Skill Sheet	COMPLETED	
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/>	<input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/>	<input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/>	<input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/>	<input type="checkbox"/>
Gather all necessary equipment for vertical ventilation (axe, pike pole, roof ladder, power saw)		<input type="checkbox"/>	<input type="checkbox"/>
<u>ONCE TEAM 6B HAS THE EXTENSION LADDER IN PLACE YOU ARE ASSIGNED VERTICAL VENTILATION TASK</u>			
**Deploy roof ladder	M-38	<input type="checkbox"/>	<input type="checkbox"/>
**Ventilate a pitched or flat roof	M-44	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
You have been ordered to select, carry and raise a ladder for vertical ventilation and provide equipment to the			

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vent crew.		
SKILL (Team 3b)	Skill Sheet	COMPLETED
**Carry and raise a ladder for vertical ventilation on a pitched or flat roof	M-43	<input type="checkbox"/> <input type="checkbox"/>
<u>ONCE TEAM 6A HAS EQUIPMENT GATHERED AND THE ROOF LADDER IS IN PLACE YOU ARE INSTRUCTED TO PROVIDE EQUIPMENT TO VENT CREW</u>		
Carry necessary equipment up the ladder and provide it to the vent crew		<input type="checkbox"/> <input type="checkbox"/>

<u>Critical Criteria</u>	
<i>*Candidate fails to properly don PPE</i>	
<i>*Candidate fails to maintain control of ladder</i>	
<i>*Candidate fails to ensure scene safety before operating in the "Hazard Zone"</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
Evaluator name and PSID #: _____	
Applicant Signature: _____	
Applicant Printed Name: _____	
Comments:	

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Scenario 6 Directions

This scenario is designed to be completed by a company of four. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 6a will dismount the apparatus, perform a scene size up (identify any hazards associated with their assignment), report findings to the evaluator, gather all necessary equipment including the roof ladder. Team 7b will dismount the apparatus, select carry and raise an extension ladder for vertical ventilation, once team 6a has gathered equipment and deployed the roof ladder team 6b will start the saw and carry all necessary equipment up the ladder and provide it to team 6a. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

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Scenario 7

Vehicle Fire

Condition

Your Engine Company receives a dispatch to a working vehicle fire at 0200 hours. Upon your arrival you suppress the fire appropriately and need to set up lighting on the highway. After suppressing the fire and returning to station your Captain requests you prepare all of your PPE back to service.

SKILL (Team 7a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES CANDIDATES THAT A CHIEF HAS ARRIVED ON SCENE. THE CHIEF AND ASSUMES COMMAND. YOUR COMPANY HAS BEEN ORDERED TO SET UP SCENE CONTROL DEVICES AND EXTINGUISH THE VEHICLE FIRE.</u>		
Selects appropriate handline and readies the line to attack the vehicle fire.	M-53	<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR INFORMS CANDIDATES THAT WHEN THE LINE IS CHARGED THE #2 SECTION OF HOSE HAS BURST</u>		
**Dons SCBA mask and goes on air	M-3	<input type="checkbox"/> <input type="checkbox"/>
**Extinguishes vehicle fire	M-65	<input type="checkbox"/> <input type="checkbox"/>
SKILL (Team 7b)	Skill Sheet	COMPLETED

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Uses traffic and scene control devices traffic control considered.	M-2	<input type="checkbox"/> <input type="checkbox"/>
Set up Scene lighting.	M-25	<input type="checkbox"/> <input type="checkbox"/>

<u>Critical Criteria</u>	
<i>*Candidate fails to properly don PPE</i>	
<i>*Candidate fails ensure scene safety</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
Evaluator name and PSID #: _____	
Applicant Signature: _____	
Applicant Printed Name: _____	
Comments:	

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Scenario 7 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 7a and the other team will complete the skills assigned to team 7b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 7a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 7b will dismount the apparatus, place traffic control devices, set up scene lighting. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

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Scenario 8

Loss Control

Condition

You are dispatched to support a structure fire. Upon arrival you are assigned to conduct Truck Company operations.

SKILL (Team 8a)	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	<input type="checkbox"/> <input type="checkbox"/>
**Demonstrate the donning of structural firefighter protective clothing	M-3	<input type="checkbox"/> <input type="checkbox"/>
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	<input type="checkbox"/> <input type="checkbox"/>
**Performs scene size-up (<i>identify any hazards</i>)		<input type="checkbox"/> <input type="checkbox"/>
<u>EVALUATOR ADVISES THAT YOU ARE TO ASSEMBLE ALL NECESSARY EQUIPMENT TO CONDUCT SALVAGE OPERATIONS AND PROCEED TO THE SECOND FLOOR ONCE A LADDER IS IN POSITION.</u>		
**Crew climbs ladder	M-42	<input type="checkbox"/> <input type="checkbox"/>
Hoist equipment as directed	M-18	<input type="checkbox"/> <input type="checkbox"/>
Construct a Water Chute	M-76	<input type="checkbox"/> <input type="checkbox"/>
Construct a Catch All	M-77	<input type="checkbox"/> <input type="checkbox"/>
SKILL (Team 8b)	Skill Sheet	COMPLETED
**Select, carry, and raise a ladder properly for victim rescue from a window	M-43	<input type="checkbox"/> <input type="checkbox"/>
Connect to a Fire Department Connection	M-70	<input type="checkbox"/> <input type="checkbox"/>

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Stop the flow from a sprinkler head	M-69	<input type="checkbox"/> <input type="checkbox"/>

<u>Critical Criteria</u>	
<i>*Candidate fails to properly don PPE</i>	
<i>*Candidate fails to ensure scene safety before operating in the "Hazard Zone"</i>	
<i>*Candidate fails to maintain control of the ladder</i>	
<i>*Candidate fails to complete task or assignment marked with an **</i>	
<i>*Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.</i>	
Evaluator name and PSID #: _____	
Applicant Signature: _____	
Applicant Printed Name: _____	
Comments:	

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Scenario 8 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 8a and the other team will complete the skills assigned to team 8b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 8a will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator and gather the necessary equipment to conduct salvage operations as directed and prepare equipment for hoisting. Team 8b will connect to the FDC (each member will connect one section of hose to the attack pumper and to the FDC), and carry and raise a ladder to the second floor. Once the ladder is in place, Team 8a will climb the ladder, hoist up the equipment (each member must prepare and hoist one piece of equipment), and construct a catch all and water chute. While salvage operations are underway Team 8b will manually stop the flow of water from a sprinkler head.

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If the training site does not have an FDC available one can easily be simulated by placing a Siamese on the side of a pumper. Also sprinkler head props would have to be available for the examination if the site does not have a sprinkler system in place. These are easily constructed by placing a sprinkler head into a PVC pipe. Additional information can be found on the skill sheets if you have difficulty with any of the skills required.

Independent Skills

Condition

This skill sheet will be completed for all students. The duties associated with this skill sheet are the required assignments for placing apparatus and equipment back in service. This includes cleaning and inspecting all equipment as instructed. It is not required that each student complete every skill on this sheet, however each student shall complete no less than five (5) skills checked. In addition not all associated skill sheets must be completed in its entirety.

SKILL	Skill Sheet	COMPLETED
Clean, inspect, maintain and store PPE/SCBA, Ropes, Hand and Power Tools, Ladders, Hose, Salvage Coves, Forcible Entry Tools, Portable Power Plants and Lighting Equipment	M-4, 10, 26, 31, 48, 71, 82	<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/>

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Evaluator name and PSID #: _____
Applicant Signature: _____
Applicant Printed Name: _____
Comments: